

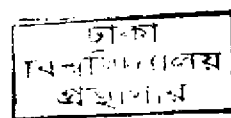
**DEVELOPMENT OF SECONDARY SCHOOL
LIBRARY SYSTEM IN BANGLADESH:
PROBLEMS AND PROSPECTS**

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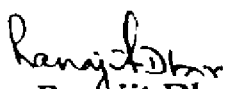




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TO WHOM IT MAY CONCERN

This is to certify that *Md. Mizanur Rahman* has been awarded Ph.D. Degree provisionally in *Library & Information Science* under the faculty of *Arts & Commerce* for the thesis entitled "**DEVELOPMENT OF SECONDARY SCHOOL LIBRARY SYSTEM IN BANGLADESH : PROBLEMS AND PROSPECTS**" on *Dec. 23, 2010*.


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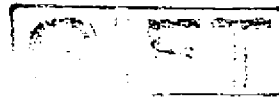


Registrar,
Vidyasagar University
Midnapore

**DEVELOPMENT OF SECONDARY SCHOOL LIBRARY
SYSTEM IN BANGLADESH: PROBLEMS AND PROSPECTS**

DEVELOPMENT OF SECONDARY SCHOOL LIBRARY SYSTEM IN BANGLADESH: PROBLEMS AND PROSPECTS

A Thesis Submitted to the Vidyasagar University
for the award of the Degree of
DOCTOR OF PHILOSOPHY
in Library and Information Science



By
Md. Mizanur Rahman

Supervisor

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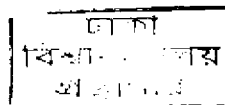
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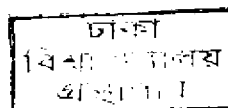
2010

Dedicated to

To my beloved parents

Late Nizamuddin Moral
&
Late Ashia Khatun

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Gift : Md. Mizanur Rahman. dt. 07.5.11.

Declaration

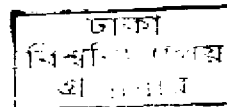
I do hereby declare that the thesis entitled "*Development of Secondary School Library System in Bangladesh: Problems and Prospects*" submitted by me to the Vidyasagar University, West Bengal, India for the award of the Degree of *Doctor of Philosophy* in Library and Information Science, an outcome of a bonafide research work carried out under the supervision of Dr. Pijus Kanti Jana, Reader, Department of Library and Information Science, Vidyasagar University, Midnapore, West Bengal, India. This thesis or any part thereof has not so far been submitted by me for any degree, diploma or any other academic award to any university or institution.



(Md. Mizanur Rahman)
Assistant Documentation Officer (Current charge)
BANBEIS, Ministry of Education
Dhaka, Bangladesh

Date: 19.02.2010

449710



Certificate

This is to certify that the research work incorporated in the thesis entitled "*Development of Secondary School Library System in Bangladesh: Problems and Prospects*" submitted by Md. Mizanur Rahman to the Vidyasagar University, Midnapore- 721 102, West Bengal, India for the award of the degree of *Doctor of Philosophy in Library and Information Science* is a record of bonafide research work carried out under my close supervision. The results embodied in the thesis have not so far been submitted to any university or institution for the award of any degree, diploma or any other academic award.



(Dr. Pijus Kanti Jana)

Reader

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Date: 19-02-2010

Preface

Education is the pre-requisite and effective catalysts for all development activities. In the contemporary world, the investment in education sector is being considered as a profitable investment. It has been estimated in different statistics that the economic growth, socio-economic development, justice, development of democracy and its sustention, adaptation and implementation of law and order depends on the education of a country. Government is trying heart and soul to expand and develop the education system so that it can play the crucial role for the overall progress of our beloved country, Bangladesh.

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and higher education. Primary level institutions basically impart primary education. Secondary education is divided into junior secondary/secondary and higher secondary institution. Degree pass, degree honors, masters and other higher-level institutions or equivalent section of other related institutions imparts higher education. According to the education system of Bangladesh, secondary education is the second level. After finishing the primary education (Class I-V) the secondary level appears. Basically, after finishing the secondary level of education, higher level of education appears. There is no alternative to make a student a perfect man and to build up huge interest in studies. Library is needed in secondary level to support the curriculum and to grow the reading habit a student. Without library based education in secondary level it is not possible to provide perfect education. After the independence of Bangladesh, several education commission reports were published. Every education commission strongly recommended that library should be established and a librarian should be appointed in every secondary school to support the students and their activities.

It has been possible to see the present situation of secondary school library system closely for the researcher because of his service and his involvement in library related activities, writings etc. The researcher has written different articles and books on library, its system and activities which have been published home and abroad. This has allowed him to go deep into the matter and when he did the registration for Ph. D, he found that there was hardly any work or research was done on the library system of

secondary level education of Bangladesh. Thus, he has chosen the research entitled “Development of Secondary School Library System in Bangladesh: problems and prospects.”

To present a clear idea about the reality of the fact and discussion the researcher worked under the supervision of Dr. Pijus Kanti Jana, Reader, Dept. of Library and Information Science, Vidyasagar University, Pachim Medenipur, West Bengal, India. A vast discussion was held during pre-registration seminar to uphold the actual picture of secondary education and its library system in Bangladesh.

The following stages have been completed to make the study easy by taking two schools in each Upazila at random sampling method especially the lottery method.

1. The emergence of Bangladesh as an independent country is the period of about 40 years. It is not a negligible period in consideration of time. A strict step has been taken to uphold the present condition of secondary school library in this country in keeping the aims and objects of the study in the literature review.
2. A huge literature review has been made to demonstrate the role of secondary school library for the proper development of secondary education in Bangladesh.
3. Finding out the impediments of secondary school library in our country, the accurate data have been collected through questionnaire from the headmaster, librarian, teachers’ representative, students, Upazilla Secondary Education Officer and District Education of the concerned institutions and planning & administrative level for the improvement of the secondary school library in Bangladesh in a proper way.
4. In the light of the information and interviews of the concerned persons, a modern and suitable policy has been ultimately proposed by cutting up the problems concerned.

5. An acceptable policy suitable for Bangladesh is prepared which contains the standard of service for secondary school library users, total working hours of library, collection, space of library, members of library and their dignity, salary and status of the post and position including other facilities. If the above described recommendations are duly implemented, I believe, the teachers and students will be encouraged to go to library and the real object will be achieved.

As a result, the development of library will go a long way to ensure real education eradicating the tendency of adopting any unfair means in public examinations, terrorism and similar problems which hinder the progress of real education.

February 18, 2010


(Md. Mizanur Rahman)

Acknowledgement

All the praises go to almighty Allah, most merciful and most compassionate to men and their honest deeds. I am thankful to Him for enabling me to complete the research study in time.

First of all I would like to express my sincerest gratitude to my supervisor, Dr. P K Jana, Reader, Dept. of Library and Information Science, Vidyasagar University, Midnapore, West Bengal, India, for his keen interest, talented guidance, and constructive suggestions and continue encouragement. I have also received all kinds of guidelines and lenient cooperation in time from him as I required, which have in fact improved this study in many ways and drive at all stages enabled me to complete this thesis in its final shape.

I also wish to express my admiration to Professor S M Zabed Ahmed and Professor Md. Nasiruddin Munshi, Dept. of Information Science and Library Management, University of Dhaka, who made many valuable suggestions and gave constructive advice.

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In pursuing this study, I had to depend on different national and international documentary sources. I am indebted to the authors of the works I had to use in course of my research study.

I am also very much thankful to Mr. Ahsan Abdullah, Director, and Md. Mosharraf Hossain, Administrative Officer, BANBEIS, Ministry of Education for his helpful cooperation and other administrative job and encouragement for doing this research work. He and my other BANBEIS colleagues also have encouraged me every time about the research work. I have no words to express my gratefulness to them and my colleagues.

Special thanks are due to Prof. M Abdussattar, Registrar, Royal University of Dhaka, Mr. Gauranga Chandra Das, Programmer, and Mr. K M Hassanullah Mahmud, Computer Operation Officer of BANBEIS, for taking intense academic interest in this study as well as providing valuable suggestions that improved the quality of this study.

Special Gratitude goes to Ms. Dipika Paul, Data Management Specilist, RTM International, Mirpur, Dhaka and Mr Nazmul Ferdush Palash, Electrical Engineer, BAPEx, Dhaka for providing numerous ideas and useful discussions about SPSS for presentation data in graphical and bar diagram.

I wish to express my cordial appreciation to Prof. J K Sarkhel, Dept. of Library and Information Science, Kalyani University, Dr. Durga Sankar Rath and Ms.

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Smita Sett, Dept. of Library and Information Science, Vidyasagar University and Dr. Goutam Maity, Reader, Dept. of Library and Information Science, Jadavpur University for his valuable instructions and suggestions throughout this course.

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The numerous ideas and useful suggestions from Md. Abdul Latif, Deputy Librarian (LPR), Dhaka University library, Md. Shaidullah, Chief Instructor, ISLM seminar library, DU, Md. Hafizur Rahman, Department of Law, University of Dhaka, M M Moniruzzaman, Lecture of Mirzapur Adharsh Mohila College, Jessore, all of my MA students; Royal University of Dhaka, Darul Ihsan University and Asian University of Bangladesh, Kazi Amdad, BUET library, Mahamudul Haque, BANBEIS library, Rina Rani Das, Dhaka University library manuscript section, were also appreciable.

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My keen appreciation goes to Secretary, Ministry of Education, Director General, DSHE, Director BANBEIS, all DEOs and USEOs, Headmasters, Librarians, Teachers' Representatives for their valuable assistance in the field. Without their help it would not be possible to collect huge data and accomplish the field work in time.

I am grateful to my colleagues and numerous friends in the profession, whose help, experiences, advice and constructive suggestions on relevant field directly or indirectly helped me a lot. Though I cannot express my thanks to them here individually but they deserve all my gratitude.

Finally, I would like to express special thanks to my wife Ms. Nurun Nahar Shapna and our son Alif and daughter Lamia, without their help and encouragement, this study would not have been completed.

February 18, 2010

(Md. Mizanur Rahman)

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Abbreviations Used

ACR	Annual Confidential Report
AIT	Asian Institute of Technology
ALA	American Library Association
Approx./approx.	Approximate
Appex	Appendix
A-V	Audio-Visual
B A	Bachelor of Arts
B Com	Bachelor of Commerce
B Ed	Bachelor of Education
B Sc	Bachelor of Science
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BANSDOC	Bangladesh National Scientific and Technical Documentation Centre
BARC	Bangladesh Agricultural Research Council
BAU	Bangladesh Agricultural University
BAUL	Bangladesh Agricultural University Library
BBS	Bangladesh Bureau of Statistics
BCSIR	Bangladesh Council of Scientific and Industrial Research
BEC	Bangladesh Education Commission, 1987
BEEB	Bangladesh Educational Equipment Board
BEERI	Bangladesh Education Extension and Research Institute
BERNET	Bangladesh Education and Research Network.
BIDS	Bangladesh Institute of Development Studies
BISE	Board of Intermediate & Secondary Education
BIT	Bangladesh Institute of Technology
BMEB	Bangladesh Madrasah Education Board
BMI	Business Management Institute

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BNEC	Bangladesh National Education Commission
BOU	Bangladesh Open University
BP Ed	Bachelor of Physical Education
BSMMU	Bangabandhu Sheikh Mujib Medical University
BTEB	Bangladesh Technical Education Board
BUET	Bangladesh University of Engineering and Technology
BUETL	Bangladesh University of Engineering and Technology Library
BULIBNET	Bangladesh University Library Network
CABI	Commonwealth Agricultural Bureau International
CAS	Current Awareness Service
CFP	Central Focal Point
Chap.	Chapter
C-in-Ed	Certificate in Education
Comp.	Compiler
CU	Chitagong University
DC	District Commissioner
DDC	Dewey Decimal Classification
DELNET	Delhi Library Network
DEO	District Education Officer
DIA	Directorate of Inspection and Audit
Dip-in-Ed	Diploma in Education
DSHE	Directorate of Secondary and Higher Education
DTE	Directorate of Technical Education
DU	University of Dhaka
DUL	Dhaka University Library
e.g.	(<i>exempli gratia</i>) for example
Ed.	Editor
EMIS	Educational Management Information System

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ET AL./ et al.	And others
etc	(et cetera) and so on
Fig./fig.	Figure
FLA	Fellow of Library Association
GB	Governing Body
GER	Gross Enrolment Ratio
GIS	Geographical Information System
GR	Growth Rate
HSC	Higher Secondary Certificate
IER	Institute of Education and Research
i.e.	(id est) that is
IASLIS	Indian Association of Special Library & Information Science
IBA	Institute of Business Administration
Ibid	(ibidem) in the same place
ICDDR	International Centre for Diarrhoea Diseases Research, Bangladesh
IEP	Interim Education Policy
IER	Institute of Education and Research
IFLA	International Federation of Library Association
ILL	Inter Library Loan
INTERNET	International Network
IU	Islamic University
ISLM	Information Science and Library Management
JU	Jahangirnagar University
KU	Khulna University
LAB	Library Association of Bangladesh
LAN	Local Area Network
LC	Library of Congress
M Sc	Masters of Science

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M Ed.	Masters of Education
M Phil	Masters of Philosophy
MA	Masters of Arts
M Com	Masters of Commerce
M Ed	Masters of Education
M Pharm.	Masters of Pharmacy
MSS	Masters of Social Science
MBA	Masters of Business Administration
M Ed	Masters of Education
MSMLIS	Masters of Science in Management of Library and Information Science
MOE	Ministry of Education
MP	Member of Parliament
MPO	Monthly Pay Order
MSS	Masters of Social Science
NAEM	National Academy for Education Management
NASTIP	National Science and Technology Information Policy
NBC	National Book Centre
NCERT	National Center for Educational Research & Training
NCSTI	National Committee for Science and Technology Information
NCTB	National Curriculum & Textbook Board
NER	Net Enrolment Ratio
NIEAER	National Institute of Educational Administration Extension and Research
NIPA	National Institute of Public Administration
NU	National University
NUL	National University Library
PEC	Post Enumeration Check
PG	Post Graduate

RDPL	Rajshahi Divisional Public Library
Ref./ref.	Reference
RU	Rajshahi. University
SAARC	South Asian Association of Regional Cooperation
SAIC	SAARC Agricultural Information Center
SDI	Selective Dissemination of Information
SEP	Secondary Education Project
SESIP	Secondary Education Sector Improvement Project
SMC	School Managing Committee
sq cm	square centimeter
SPSS	Statistical Package for Social Sciences
SSC	Secondary School Certificate
SUST	Shahjalal University of Science and Technology
p.	Total page number
TQI	Teaching Quality Improvement
TTC	Teachers' Training College
UGC	University Grants commission.
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
USEO	Upazila Secondary Education Officer
USIS	United States Information Service
Viz.	Videlicet (namely)
vs.	Versus
VSAT	Very Small Aperture Terminals
WAN	Wide Area Network

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Chapter I

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1.0 Preamble

Bangladesh, with the estimated population of 14.5 million people living in the area of 1, 47,570 sq km, is considered one of the developing countries of the third world. Most of the people here are illiterate and the rate of literacy above the age of 7 years is, at present, 45.3 per cent. In the ongoing democratic set-up of Bangladesh, a change is taking place in the educational philosophy as well as in the method of teaching. The role of education today is to promote intellectual, innovative and patriotic values among the children, through an effective and progressive system of primary and secondary education.

The library movement of Bangladesh started in the mid 19th century with the establishment of four public libraries in the districts of Jessore, Barishal, Bogra & Rangpur. Over the last 30 years, a good number of different types of libraries were established in the country. However, the picture of the secondary school library system in Bangladesh is not encouraging at all.

In Bangladesh the school education is broadly divided into three stages;

- | | | |
|------|---------------------------|--------------|
| I. | Pre-primary Education | 3-5 years. |
| II. | Primary Education | 6-10 years. |
| III. | Secondary Education | 11-17 years. |
| | a. Secondary Level | |
| | b. Higher Secondary Level | |

In the education structure of Bangladesh, the stage from class VI to XII is considered as the secondary education level. In this system of education, the students have option to migrate from one category or stream to another. From the grades vi-viii, ix-x and xi-xii are called junior secondary, secondary and higher secondary levels respectively, and 11-13 yrs, 14-15 yrs & 16-17 yrs are the age groups for the respective level of education.

Secondary schools and correspondingly their libraries have been playing a significant role in the process of secondary education, for the promotion of their curriculum.

On the other hand, the quality of education depends on the quality of library to a great extent. Hence, the secondary education may be called the womb of higher education, which takes care of the well-being and future developments of a nation. Human resource development, undoubtedly, constitutes the base for building a prosperous and progressive nation, and putting in place of suitable infrastructural facilities, is a prerequisite to achieve this goal. In the field of education, such facilities include libraries as a basic and essential component.

Secondary education is the entry level to higher education. The role of secondary school libraries may be defined within the framework of the secondary education curriculum.

Keeping in view of the objectives of secondary education in the country, the schools impart instruction to their students and provide facilities for raising the standard of education or ensuring quality education. The ultimate aim of the secondary school library is to make its resources available to its users in order to satisfy their information needs relating to their studies. In order to achieve the objectives of secondary education, the libraries should design their activities in such a way that they can be significant partners in conservation of knowledge, ideas, teaching and extension of education activities of the secondary level. They should not be operated as a merely store house of books, rather they should act as a dynamic force to assist the teachers and students rendering useful assistance alike to their pursuits for knowledge through the use of library resources.

Now, secondary education depends on acquiring knowledge of using a modern library enriched with the best of advantages. Highlighting the cardinal role of a library, the different commissions on secondary education have called it by impressive terms, such as ‘the heart of the educational institution’, ‘fulcrum of secondary education’ and ‘the laboratory of the learned’. Carlyle’s description personifying a collection of books as the true educational institution is indeed very appropriate.

An ideal secondary school library disseminates information and ensures advancement of knowledge. The library ‘must be found by the student to be a place where he is welcomed and encouraged to pursue a personal and independent search for knowledge and understanding, where his capacities for independence of thought and judgment are widened and where, above all he is created as a scholar to be provided with a peaceful and uncrowned place conducive to scholarly work’. The library is, thus, not merely a store-house of books, it is the dynamic force to assist the students and teachers in carrying further their pursuit of knowledge.

The researcher is serving as Assistant Documentation Officer (ADO) under the Ministry of Education, Government of the People’s Republic of Bangladesh. Reasonably, he has visited many schools several times. During his visits he has not found any school library in Bangladesh in excellent condition. The school libraries are found very narrow and scattered. Most of the secondary schools have no library at all in Bangladesh. Those that have libraries are not used by the students. The lurid picture of secondary school libraries in Bangladesh shocks the researcher very much and thus he determines to do something useful in this field.

Hence, the researcher goes through many articles as; ‘School Library and its Implication in Bangladesh’ and ‘Secondary Education and School Library System’, ‘Role of Library in

Secondary Education of Bangladesh' etc. However, most of the literature search in Bangladesh and abroad have been made with Google and other search engines in the internet. Unfortunately, not a single study has been found on secondary school library system in Bangladesh and even in Indian subcontinent. However, no nation can develop without proper education, which unavoidably depends on proper library service. Secondary school library is complementary to the basic education system. Hence, I felt an indomitable urge to do something really useful in order to detect the impediments to this national problem and suggest the possible solutions to them. With this end in view I met my respected supervisor and discussed with him in details, which resulted in choosing this topic.

1.1 Literature Review

In order to conduct the investigation of the study on secondary school library system development in Bangladesh, a brief review of existing literature, related to this issue, has been introduced reasonably. But from the review, it is found that in the early studies, the vision and mission of secondary school libraries in Bangladesh have not been adequately analysed and explained. Even, those studies have failed to place pragmatic suggestions for the development of the secondary school library system. Thus, the review leads us to draw the following conclusions:

- i. No in-depth study has been done so far to spell out clearly the development of secondary school library system in Bangladesh.
- ii. No effort has been taken earlier to test the effectiveness of the development of secondary school library system in Bangladesh.
- iii. The problems to develop the secondary school library system in Bangladesh have not been detected accurately and their suggested solutions for introducing school library policy only in name are acceptable no how.
- iv. The proposed study seeks to plug the gaps and pitfalls in the specification of identification for the secondary school library system.
- v. There is no study conducted in this field in Bangladesh.

1.2 Statement of the Research Problem

Bangladesh is one of the developing countries in the world, which achieved its independence in the year 1971 after a devastating battle of nine months and emerged as an independent nation in the world map. As a new nation, the economic, political, cultural and socio economic conditions were just like the other independence achieving countries.

In Bangladesh, a secondary school is considered as the real base for children's education. The libraries of these schools can play a very important role to influence and mould the character of a child at this base level. After independence of the country the rate of establishment of secondary school by the government has increased substantially. Again, to maintain the education standard the government has setup nine Education Commissions so far. The Qudrat-E-Khuda Education Commission was the first of its kind that submitted its reports in 1974. Again, in case of secondary education all those commissions realized the need of library in secondary schools. But during this four decades, none of the recommendations of the education commissions has been implemented in the country. Again, the initiative taken by the government for building the resources of secondary school library through National Book Centre (NBC) has not allotted in a grant to secondary school libraries since 2005. On the other hand, the role played by Secondary Education Sector Improvement Project (SESIP) or SSEDIP for the improvement of secondary in the country also are not sufficient for the development of secondary school libraries in Bangladesh. The policy taken by the government to set up a secondary school is recognizable. But due to lack of supervision, the conditions pertaining to the policy has not been followed properly by the school authority for set up of school. As a result, present conditions of secondary school libraries in Bangladesh are not satisfactory in regard to either its infrastructure or resources or staffing patterns or services.

Specifically, for the reasons furnished above the research problem of this study has been formulated as the following descriptive statement:

“Development of Secondary School Library System in Bangladesh: Problems and Prospects”

The statement of the problems furnished above may be converted into a set of following interlinked research questions:

1. Is the present service scenario of secondary school libraries satisfactory in Bangladesh?
2. What materials should be acquired and how they should be selected for the library? What should be the criteria and size of the basic book collection, and what should be the amount of budget to purchase it?
3. How should the administration be convinced to consider the library as a part of the teaching programme i.e. ‘the heart of the school’?
4. What should be the size, location and equipment of a secondary school library?

5. Is a secondary school library system needed for all the schools of an area in order to pool resources and to provide centralized services as selection, acquisition and processing?
6. How can library services in the schools of Bangladesh at the secondary education level be provided best?

1.3 Objectives of the Study

A secondary school library is an active ingredient in the education process. The educational aims and objectives of the secondary school library, which should be realised and accepted by the administrators and the teachers for the sake of our national interest, are as follows;

1. To know the present status of the secondary school libraries in Bangladesh.
2. To know the status of the existing policies of secondary school library and how there are implemented in different educational institutions at the secondary level.
3. To find out the causes and barriers for the implementation of those policies in secondary school libraries in Bangladesh.
4. To find out the required factors to improve the present situation of the secondary school libraries to meet the present demand.
5. To prepare an effective, time saving and innovative policy for the secondary school library system in Bangladesh.

Then, the secondary school library will be able to provide the students with knowledge and ideas that are fundamental to get them prepared for higher education or active life in the increasingly information and knowledge-based society. The secondary school library will equip the students with lifelong learning process and skills so that they can develop their intellect and wisdom in order to become responsible citizens.

1.4 Hypothesis

In view of the statement of the research problem and of the interlinked questions formulated above it would be necessary to formulate the hypothesis which is warranted to be tested for the purpose of this research study. The following is an attempt in this direction.

A better policy may be ordained for the development of secondary school library system in Bangladesh, analyzing the existing system and services.

1.5 Methodology

The proposed research is partly historical and mainly empirical. For the development of the secondary school library system in Bangladesh, the historical approach should be helpful in demonstrating the origin and concretization of the secondary school library system. Historical aspects have been explained and analyzed through desk research with the help of books, journals, Govt. reports, annual reports, manuals, evaluative studies and other relevant records. To make the theoretical understanding easier and better, empirical study has been adopted. In order to collect primary data, survey method is followed for Govt. officials, educationists, members of the governing body, teachers' representatives, students etc. The survey has been carried out with the help of questionnaire and interview techniques. For this, at least 5% of the total number of secondary schools in the country has been taken as the size of the sample. However, in order to present the actual scenario of the secondary school library services throughout the country, at least, two secondary schools have been selected from each and every Upazilla following simple random sampling method. Sampling frames have been constructed following the official records at different levels. Simple random sampling procedure is adopted to identify the individual item at the ground level. The questionnaires are mostly structured to be supplemented by unstructured inputs, wherever necessary in consideration of the direction of data collection.

1.5.1 Identification and Selection of Sample Population

Before tracing out educational institutions, we have collected all the list of educational institutions and their postal addresses in Bangladesh from the Bangladesh Bureau of Educational Information and Statistics (BANBEIS), an attached Department of the Ministry of Education. This number comprises almost 55% of the whole education system of the country. There are about 18,770 secondary schools across the country. According to the provision of research methodology, an example of 928 secondary schools has been selected at random, using the lottery method. That is, there are 464 Upazilas (Police Station) in Bangladesh and two institutions from each Upazila have been selected, which is 5% of the total population size. All questionnaires were posted to the Headmaster of the selected schools.

1.5.2 Design of Questionnaires

In this stage, a standard questionnaire was designed to achieve the aims and objectives of the study. In line with the objectives of the questionnaire, the whole questionnaire was devised into five categories, most of which were performed centring round the Headmaster and the Librarian of the schools.

The Headmaster, Librarian, one of the students and one of the managing committee members of every school were asked to know which services needed to run a school library smoothly from the door to desk.

The questionnaires were sent to each of the following respondents by post offices to collect the required information:

- Head Master and Librarian of the institutions.
- One Teachers' Representative.
- One of the students of the school.
- All District Education Officers (DEOs) and Upazilla Education Officers (USEOs) of the country.

1.5.3 Data Collection

In this research study required data has been collected in three ways:

1. Structured Questionnaire
2. Direct Personal Interview
3. Secondary Sources of Information

In this stage, the researcher has attempted to go through the related research, publications, reports both government and private to collect the facts, which occurred earlier in this field. This has given an extensive idea on development of school library service and identification of major factors for using school library system and categories under several sectors. Then the act of sampling was done by selecting respective respondents and a set of structured questionnaires were made for the respondents. The questionnaires were sent to them for their valuable opinions and experience. Although the questionnaires were made centring round the Head Masters and the Librarians, the target group of respondents were the Head Masters and the Librarians of the institutions, one teachers' representative, one of the students of the school, all DEOs and USEOs of the government authority of the country. Besides this, interviews were conducted with high officials, policy makers and planners at the national level to get their views about the secondary education and library system. These identified factors, which generally left impact on the provision of school library system, gave an insight into the policies of the major providers. All the information were noted down and then compiled into a tabulation form, which were analysed afterwards.

1.5.4 Data Analysis

After getting all the data in hand, the researcher organised it in conducive tables using MS Excel programme. When all the data were input into the MS Excel tables, the SPSS program version 15.0 was used to analyse it. The data was analyzed to know the prevailing condition

of school libraries in Bangladesh, what the impediments were found to give a real shape of the methodology, how to remove the obstructions, what measures should be taken to ensure the brightest future of school library. The data was presented in tables and its analysis was expounded through different charts and diagrams.

1.6 Summary of the Finding

After physical observation and analysis of the collected data, the findings that were sorted out are introduced very briefly as follows.

- Most of the secondary schools lack infrastructural facilities. In most of the cases, it is found that the academic buildings are not well furnished and well-built. Due to this dismal picture, thinking of a library in the separate building is nothing but a sheer dream. Most of the libraries are found in the room of the Head master with some stories and biographical books in a single book shelf.
- The status of the library management authority and staffs are also a matter of concern. Although the education commission reports suggesting to have trained and professional staffs for the libraries in the schools, the prevailing scenario is absolutely unprofessional. It is found in the most of the schools that the Headmaster is the head of the school library and one of the Assistant Teachers is functioning as the librarian, who neither knows nor renders the desired service.
- Regarding library resources, the picture is shocking one. According to the school establishment manual, a secondary school must have at least 2000 books in their school library (according government order স্বাক্ষর নং শিম/শা:১১/বিবিধ-৩৯/৯৬/২৩০(২৩০) তারিখ ২৩.৪.৯৭) . During my personal visit, no schools were found to have the least number of books in the collection for their school library. Moreover, the minimum collections have mainly text books, stories, prose and composition books. Thus, the collection, which exists in the school libraries, is neither comprehensive nor adequate to provide the required information support to school community. Besides books and other printed materials, there is hardly any computer or modern IT facilities in the school libraries.
- The libraries get enough support from the government neither in the financial nor in the technical form. From the study it is found that the libraries need at least BDT 40,000 to 50,000 per year to operate its activities, but in the last few years they got only BDT 5,000 per year.

Thus, a lot of lacking and complications have made the school libraries useless and inactive. However, its significance to the target groups is not faded up. Students, teachers and the

respective authorities have expressed their strong views on the upbringing and budding of the school libraries. Students are highly interested to go to the libraries for using its treasure of knowledge to develop and widen their existing world of ideas.

1.7 Implication of Findings

If the findings of the study are addressed well and taken into the concern of the authority, the present situation can be developed and at the same time the educational stature can be uplifted to a great extent. In view of the findings, the researcher has suggested the followings for the betterment of the situation

- The infrastructural facilities of the educational institutions need to be developed or, if required, to be built. The single book-shelf libraries should be developed into an ideal library.
- A professional and trained management body should to be appointed and a well planned strategy should be devised and implemented. The management should follow the strategy to derive the best output.
- The library resources need to be increased to a reasonable volume. A monitoring and evaluation team should be established, who will regularly monitor the library activities in the schools and at the same time evaluate it and make recommendations for the further development of the libraries.
- The IT facilities should be ensured and easily available to all users. The facility and services of the library should be made standard and quality must be maintained. It is also to be remembered so that nobody can leave the library without having his or her desired service.
- The Financial support from both the government and private sectors should be increased to meet the practical requirements. The fund for the library should be given priority as those of other integral part of the education budget.

1.8 Limitations:

The research aimed at finding the possibility and potentiality of establishing, or to enacting the established libraries in the Secondary Schools in the Peoples' Republic of Bangladesh. While conducting the research, the researcher has come across some problems, most of which have been overcome by dint of methodological competency, but a few has remained too difficult. The researcher wishes to point out them as the limitations of the research work. The first barrier that the researcher faced is the volume of work. The work is enormous one, which needs long time, a huge and divers group of population, financial involvement and above all a good technical hand to accomplish the work. For making the work easier all the sample

population have been brought into one stream. Although the process is not rational, as the Headmaster, the subject teachers, the library in charges, the users of the libraries, the government officials and others are different people and they cherish different views, yet it has been done so in order to complete the work easily.

The research work requires a huge amount of money for its scholarly accomplishments. There are 464 Upazilas in Bangladesh, where there are 18,770 Secondary Schools (BANBEIS NEST Report 2008) and people are to select for the research purpose. As it appears a Herculean task for the researcher, he has selected, therefore, 2 institutions from each Upazila following random sampling method with the consultation of the USEOs. At this juncture, the question of expenditure arises. The cost involves with the printing of materials, postages, personal travels for interviews and others. There are some schools, which are in remote areas and are very difficult to reach but important for the sake of research.

1.9 Conspectus

There is immense impact of library on the development of quality education. So, to get the students equipped with academic education effectively and to make enriched with recent information and knowledge, every educational institution must have a well equipped library. In the dissertation entitled *Development of school library system in Bangladesh: problems and prospects* the researcher has attempted to find out the pros and cons of the library system in the secondary level education in Bangladesh. The present research, therefore, shows a graphic picture of the secondary school libraries, their prevailing condition and potentials as well. The research comprises with ten chapters. The chapters are serially introduced here in brief.

1.9.1 Chapter-1 : Introduction

The introductory chapter presents the discussion of the existing condition of the education, its background and its gradual development in Bangladesh. Besides this, here the researcher describes the different stages of his research methodology, planning, hypotheses etc. The introductory chapter contains a brief sketch of all research work.

1.9.2 Chapter-2 : Literature Review

In order to conduct any research, a lot of information from related sources are required. In this chapter the researcher has described his study of literature. He has mentioned which literature he has reviewed for the purpose of the research. The reason is also to know the fact whether

there is any work done before. In this chapter the researcher has included the relevant descriptions from some popular literature.

1.9.3 Chapter-3 : Research Methodology

The credibility of Research work depends on a well-organized methodology. This chapter illustrates the way how the researcher has done the work systematically. The chapter on methodology deals with the research planning, process of collecting data, analysis of data etc.

1.9.4 Chapter-4 : Education System in Bangladesh: an Overview

In this chapter the researcher has given a picture of the education system of Bangladesh. He has tried to highlight upon the present situation of libraries in the secondary schools and the crying needs of the libraries in Bangladesh.

1.9.5 Chapter-5: Historical Development of Secondary School Library System in Bangladesh

The researcher tries to give an idea of the development of school libraries and its evaluation in Bangladesh. Here the researcher also has discussed the role of libraries in the secondary schools in teaching and learning process, the role of the librarians etc. Moreover, the researcher has given a brief description of the recommendations on libraries in the secondary schools made by the Education Commissions of different times in Bangladesh.

1.9.6 Chapter-6 : Data Collection and Analysis

Data collection and analysis are often compared to the life blood of all research work. In this chapter the researcher has showed the way of collection and analysis of data of the research work. Obviously, the researcher has analyzed the data using the SPSS (Statistical Package for Social Science) software. Also the target people from whom the desired information has been collected are also included in this chapter.

1.9.7 Chapter-7 : Facts and Findings

Facts and findings indicate the achievement of the research work. This section deals with the information that comes out after the analysis of the data collected from relevant sources. The chapter is written using bullet points to make the information attractive and easy to understand.

1.9.8 Chapter-8 : Recommendations

In this chapter the researcher has furnished his recommendations for the development of libraries in the secondary schools. An acceptable and suitable policy has been derived linking with the objective of the research and on the basis of the information found in the facts and findings.

1.9.9 Chapter-9 : Proposed Policy for Development of Secondary School Library System in Bangladesh

This chapter deals with the proposed policy for development of secondary school library system in Bangladesh, prepared on the basis of the entire study and results of the research work.

1.9.10 Chapter-10 : Conclusion

The conspectus is the brief description of all the chapters discussed in details in the research work. All the facts that the researcher has revealed here from introduction to recommendations are invaluable and indispensable part of the research. The educational background, its valuation, research methodology, data collection and analysis, finding facts are all done with great care. The present picture of the libraries in the secondary schools, the recommendations made by the Education Commissions and the researcher's recommendations are all knotted and compacted very well in this chapter.

Chapter 2

Literature Review

- 2.0 Introduction
- 2.1 School Library Objectives
- 2.2 School Library Rules and Regulations
- 2.3 School Library Management
- 2.4 School Library Developments
- 2.5 Conclusion

2.0 Introduction

For the purpose of investigation of the study on secondary school library system developments in Bangladesh, a brief review of existing literature available on this issue has been undertaken. A survey of recent literature on the secondary school library policy or school education development covers many processes of the government reports, seminar papers and other research studies.

In 2005, 10 February, Library Association of Bangladesh (LAB) organized a national seminar on the Academic Libraries: Problems and Prospects. The seminar was focussed on College Libraries: Problems and Recommendations. National Academy for Educational Management (NAEM) under the Ministry of Education organizes a training program on Library Management for Librarians of Academic Libraries.

2.1 School Library Objectives

1962

S R Ranganathan⁴⁶ explains the objectives of school library as a powerful instrument of recreation, information and entertainment for the students. It is a suitable form for civilization of civic, social and moral habits among the children. "The result of modern re-thinking on education is to make the library the heart of the school, from which every activity in the school radiates and by which it gets irradiated." On that publication he presented how to provide effective service for the children as well as the teacher and the relation among teachers, students and librarians.

1970

Education is the backbone of a nation and it can be achieved from various sources like, school, college university library, nature etc. Among the sources library is such an open place

where a learner is always out of limitations and he can study as he likes. Mazharul Haque²² in his famous book on education mentions that library forms the reading habit of a student in a complete sense. Library is a place where a student can grow up both mentally and physically. So the book undoubtedly helps the user to build up the habit of reading books in a library.

1977

Joseph, F. Callahan and Leonard H. Clark⁹ brought to light a book focusing the history of the origin of education of the world where they mentioned the first condition of secondary and college education. In their book, they pointed out the establishment of schools and colleges in various terms. According to their description, the common public school system consisting of primary, elementary and secondary schools had its origin in the Northern colonies. They also referred to primary schools that emerged from Massachusetts Laws of 1642 and 1647, the elementary schools that were established in the New England. And the first form of secondary schools in the colonies named Latin colonies school was established in 1653, Boston. From their composition we have come to know that Harvard was the first colonial college. Not only in England and America but also the development of school in different parts of the world has been shown by them. At the same time they have informed us about major issues in school financing universal versus class school, control of schools and so many aspects such as public secondary school policy, public higher secondary education policy with their institutional library. As, they wrote their book focussing the overall development of education, they have not written in a specific form about school and college library.

1993

Chakrabarti¹¹ delineates the historical background of school library including ancient, middle and modern times. He also gives a transparent clue to objectives, functions, collections, services and movements of school library. In that publication he asserted the objectives of academic libraries as: to serve the cultural, curricular and general educational requirements of the academic committee, to provide study areas of users, to provide an active information service and learning process experienced by specific communities, thus they range from the largest university library to the small school library. He tries to create love for books, to generate interests in reading and to build up a good stock of books and other reading materials as well as positive and negative functions of school library. But he describes everything in a short figure that lacks many essential elements, which are indispensable for a modern school library.

2000

Grauwe¹⁶ 'explains on Improving School Efficiency: Issues or Priorities (the Asian experience),' UNESCO: IIEP, Paris. In this paper the major objectives of the seminar were proved and formed for education planners and administrators to school efficiency. In fact it was a petty concept about school library. Besides this, there was no optimal focus for decision making on education, which could be applicable to all countries or all schools.

2.2 School Library Rules and Regulations

1955

Stott⁵¹ discusses in his book on the Basic Rules and Regulations of School Library System. He describes school library as an institution establishing on the principles, which include library administration, opening and closing time, closing system, other responsibilities etc. Mr. Stott mentions only the school library rules, but he does not indicate how to apply the norms for a structural development of school library and from his article, we do not find any modern school library policy for the developing countries

1994

Das, Asitabha.¹⁴ has written an article on "Status of School Librarians in Calcutta West Bengal, India". In this article, the author prioritizes the required qualifications and educational background of school librarians, library facilities, pay scales and status of librarians. But he has not identified what are the problems of school libraries and what should be the policy to develop them.

1973

Ranganathan⁴⁷ describes in his book entitled "New Education and School Library: Experience of a Century," the whole aspects of school library and it is assumed that it is the first book on school library in Indian subcontinent. In this study he elaborately points out the necessity of a school library. He also demonstrates the role of a school library in the development of education system, how a school library works as a fundamental factor to build up advanced human resources. Besides, he mentions an ideal technique of school library, how reference service should be and circulation works, which includes the rules of school library, the work for students, members, and teachers and outside of the faculty members as well as modernizing circulation methods. In library classification contents he, expounds the scheme for library classification. Decimal Classification, Colon Classification are essential to classify library materials, schedule of time isolates and book numbers of a school library i.e., printed catalogue, card catalogue and library handle, advent of shelf card, etc., these topics play a

vital role in the organization of school library. He points out that financing is indispensable for running a school library smoothly. He also indicates from where finance will come and how much money is needed to run a school library. Overall, this book plays a pioneering role to the development of school library.

1976

An attempt has been made in this paper to throw light on the role of libraries in schools and colleges, and offer some suggestions regarding their improvement in the perspective of Bangladesh. The article was useful to the basis of Education Commission Report 1974. K A M Shamsul Huda Mia³⁵ explains that adequate supply of selected books within approach of teachers and students enriches and enlivens the teaching programs and makes the class room work more stimulating. The education authorities should have a library committee to organize, management, fixation of students etc., The education system of our country encourages memorization of notes without understanding the meaning and using library is hardly encouraged, since students will take part in the nation building activities, they should increase their actual knowledge by using library, which is strongly indicated by K.A M. Shamsul Huda Mia. It also teaches the students how to get acquainted with the card catalogue, to trace out information from reference books, which are very significant for the development of education. He also indicates that the annual provision for books and periodicals should be at least taka five per capita of teachers and pupils per annum.

2002

The IFLA/UNESCO²⁶ explains the objectives, policy, funding and budget for the school library, location and space, furniture, equipment, material collection and many other aspects of the secondary school library in a sensible way. The secondary school library provides information and ideas, which are fundamental but useful at present for our information based society. Finance and budgeting, accommodation of resources, organization, staffing and promotion contribute for effective, successful and well managed school libraries. According to IFLA's information location and space includes i.e. entrance on the ground floor accessibility and proximity been close to all teaching areas, flexibility to allow multiplicity of activities, reading areas, computer workstations and a library desk. Good lighting, designed to accommodate furniture, special audio, video and data technology keep a vital role to develop a secondary school library. It further informs us about the librarian's and teacher's qualification. IFLA makes a guideline about secondary school library under the supervision of UNESCO, which is followed more or less all over the world.

2.3 School Library Management

1962

Wofford⁵⁵ conduct a study on book selection for school libraries in 1962. In his study he elaborately discussed the different aspects of school library like reading materials. It was a modern idea about what kind of materials should belong to a school library. He also indicates what percentage of textbooks, reference books and others should belong to a secondary school library. But in that article there are no instructions about library policy, staffing and funding etc.

1980

The secondary school library is an important educational aid if it provides materials that will enrich and support the curriculum taking into consideration the varied interest abilities of the students. A book was written by G. L. Trehan and I. V. Malhan⁵³ entitled "School Library Management," which is considered as a complete book in this sub-continent on school library. In this book the author discusses trends, objectives, users, standards, services and administrative problems of school libraries. At least this book is a guideline for school library development. But the author hasn't high lightened the effectiveness to application in ICT (Information Communication Technology) i.e. computer, Internet, e-mail services etc.

1983

Chakrabarti¹¹ describes about the selection aids of school and college libraries entitled 'A Treatise on Book Selection'. He mentions the selection aids of the school library collection development and its effect on school library system. But he did not indicate the development policy of the secondary school library, because he only tried to show the necessary materials needed for the school library.

1983

Trehan⁵⁴ wrote a seminar paper, on the occasion of twenty-ninth all India library conference, Mysore University on "School Libraries in India: A Study." This paper was fifty years of librarianship in India past, present and future. This paper is also good and informative. The author refers to some important papers like bibliography, present situation, development of library services, library co-operation, and new concept of school librarianship and future perspectives and need of the library hour. He also recommends in this book, 'The library of a school should be considered as the soul, the core and the pivot around which academic life in the school revolves.'

1985

Kohl³¹ describes different functions of libraries in different countries in a comparative study. He includes the topics like administration, personnel, building and equipment of school libraries. Mr. Kohl expounds the topics refuted to school library distinctively. He interprets the proceedings of academic library (school library) and public library in a different figure. He however, explains broadly about the administration of public library, academic library and school library as well as buildings, equipments comparatively which have not brought about fruitful results for us regarding library system development.

1988

The library is the heart of university education. Chaturvedi¹² presents the mission of school libraries, library users, and book collection of school libraries. In the past the school education was completely dependent upon text books and as a result the end of teaching was considered only to learn by rote. But in modern days the educationists are using many devices and materials to supplement the teaching programs in the school from library. As a result the students are achieving real education. The writer, on the other hand, points out some of the main objectives of the school library like: to reach and serve every child in the school the average, the gifted, the slow, the sky, and the problem child, providing all materials related to school library, to teach students the necessary skills in the use of books and libraries. The library should be located at the centre of the school building; it should be water proof, quiet and clam at mop here, much space for future expansion and many things. He, at the same time, includes a statistics where we find a school with 200-900 students must have at least 6000-10000 books on different subjects

1996

Muhammad Sa'dat Ali⁴ in his book, 'School Colleger Granthagar Parichalana (Management of School and College Libraries)' discusses the definition and utility of secondary school libraries from different angles. His context also contains some basic rules of governing the secondary school library. But in this publication, there is neither any clear idea nor any discussion about the functions, responsibilities, problems, solutions and prospects of secondary school library system.

1996

In the human society, if any man or woman demands that the book is a living thing and it has life, perhaps everyone will tell him a crazy man or woman. But it is really an established true speech, because the contents, which a book contains are, alive like a living being. Mamina Diasiny¹⁵ has written a famous book where she mentions detail about the importance of

library, reading habits of students, how the library plays vital role to develop a nation, to eliminate superstition, to remove the darkness of ignorance. In the book, she points out various statistics of the world about library. A living picture of British museum, where people always remain busy in reading books, has been demonstrated by Diasini¹⁵. Kinds of library, the system of making library card, how to borrow books from library, how to arrange books according to their classification etc., render a magnificent contribution for developing a nation. She observes the library of 'Uddaon High School' where learners always remain busy reading. To refer the importance of reading books in a library, she has also pointed out many great people like 'Begum Sufia Kamal', 'Mohammad Nasiruddin' who were devoted to reading.

1999

None can imagine the existence of a school without having a library of its own. To define library B.B. Deshpande says "The school library is the soul, the care and the pivot around which the academic life in the school revolves." A D M Ali Ahmed² describes the objectives of school library as user education which builds up the children as a skill full citizens, life long reading habit, library based education, to create social, moral and mental consciousness. The collection of books includes stories, novels, travel, biographies books, adventures and sports, reference books like encyclopaedia, dictionary, manual, magazine, newspaper, map, etc. He also writes about the functions, services, formation of using of library habit, loss of books, and role of teachers. A trained librarian may adopt the following methods to attract the children to reading organize book exhibition, display jackets of new arrival, display newspaper whippings. About the reading habit in a library our slogan should be "Catch them at an early age."

2003

Kummar, Krishan³².conducted an article on school library in his book 'library manual'' His book focuses at the versions aspects of library and information science such as; history of books and libraries, theory of cataloguing & classification, library management and administration, user services etc. He specially mentions about school library which plays a vital role to develop educational system in school level. Further, he emphasizes on secondary school library system where school library is treated as a hub of the institution. He also discusses about the objectives of school library, place, service system of school library etc. This book is very important for the school library system

2.4 School Library Development

1970

Books play an important role in the development of human and economic resources. It has been said that a nation's production and consumption of books is a very good index of its general stage of social and economical development. It is unfortunate that most school and public libraries, which help both in importing and sustaining education, lack appropriate recognition in the literacy programs. Mamtaz A Anwar⁵ points out that the absence of libraries, both in and outside the schools, makes the situation worse. Secondary school libraries are generally formed to have poor collection, unorganized and very little used. Trained librarians, regular budgetary provision, basic collection of books, staff, properly equipment and space, etc, are essential for a modern library. This article may be the first type in Bangladesh for school libraries. This study includes many recommendations for school libraries, i.e., space, collection, budget and manpower. But he has neither identified the problems nor suggested any solutions discussing in a proper way.

1974

Since 1974-2009, there are many education commission have been formed by the Government of Bangladesh in various names in different period such as, Muhammad Quadrat-E-Khuda Bangladesh Education commission Report 1974, Interim Education Policy, Recommendation on National Education Commission Report 1979, Nur Uddin Almasud Bangladesh National Education Commission Report (Examination & Evaluation) 1987, Mofiz Uddin Ahmad Bangladesh National Education Commission, Report 1988, Prof. M. Shamsul Huq National committee an Education Policy 1997, Prof. M. Moniruzzaman Miah National Education Commission-2003, Prof. Kabir Chowdhury Bangladesh Education Commission 2009 etc. though the Quadrat-E-Khuda Bangladesh Education Commission Report 1974 is the best among those commissions. Because most of the above mentioned commissions have followed the Quadrat-E-Khuda commission. The school library should be managed within a clearly structured policy framework. In 1974 the Quadrat-E-Khuda³⁴ education commission submitted an education report to the government. In that report the commission recommended the details about secondary school library system and gave secondary school library the top priority.

The library movement of Bangladesh started in mid 19th century with the establishment of four public libraries in the districts of Jessore, Bogra, Barisal & Rangpur. Over the last 30 years, a good number of different types of libraries were established in the country. However, whole pictures of library and information systems in Bangladesh are not encouraging at all.

1975

Mukherjee³⁹ in his book 'Comparative Education' demonstrates the comparative education of the different countries of both the developed and under developed countries such as, India, England, Wales, and America etc. He also mentions different comparative statistics of secondary education of those countries. To make a complete article he analyses different education commission like British Crown Commission 1885, Hunter commission 1882, Sadler commission 1917 etc, and at the same time the education system of kindergarten, primary education, secondary and higher secondary school are discussed by him, although he points out various problems of school education and its library system. But he has not recommended the measures to solve the problems.

1976

Special libraries are essential in every institution of economic, social and scientific research having the ultimate aim of the development of national economy. Aladdin Talukder describes some of the special libraries, both large and small; they are the library of Bangladesh, described by Aladdin Talukder⁵² such as library of the Bangladesh Institute of Development Studies (BIDS) Dhaka, National Institute of Public Administration (NIPA), Dhaka and other libraries. A Comparative statistics is found from the research paper of BIDS. BIDS also publishes a quarterly journal of international reports and has so far publishes more than 150 titles of research reports, monographs, and statistical papers, etc., We have many problems which are more or less common to all types of libraries especially secondary school libraries such as funds, accommodation, staff, and their salaries. Besides these union catalogue which is only a media of getting information about the publication and their location, has been informed to the readers.

1985

A library is an educational institution where students can willingly read and borrow books and it is not a book shop at all. Usefulness of libraries in the process of nation building activities cannot be ignored at all. It is an accepted and important proposition that libraries should serve the students, teachers, researchers and every literate person. Library service of the developed countries has already touched every sphere of life of the people. Ahmed Kamrul Hasan²³ depicts that a school student in the United Kingdom has to show his record of library work done to pass an examination. In this article Mr. Hassan presents the situation and services of school libraries in Bangladesh. He also compares reports of various countries and their school library situation. In Bangladesh a secondary school library is considered as the real base for children's education. Some advantages of using school library referred by Ahmed Kamrul Hasan are not applicable in our country at present. To materialize the idea, as

discussed above, we have to go a long way in the context of present social, economic and educational situation in Bangladesh.

1986

Sharma⁵⁰ emphasizes on the development of academic library, the weak and strong areas of these libraries, contribution of library and impact of library on students. He has made the idea clear that there was no library in the Indian Universities before 1924 and the lack of library influenced the progress of education greatly. After the emergence of library, education system was greatly influenced, which we come to know from D. Sharma's article. He means the objective of library to find out all schools and secondary high school as a meeting place, full of enjoyment and a store of knowledge. Although he detects the problems of secondary school library, the solutions given by Sharma are not up dated and cannot be expected for modern school libraries.

1992

Panda⁴¹ classifies the development history of library system in different phases: Ancient library system. (Since early times to-C-750 AD), Medieval library system (C-750 A.D. to 1568 A.D), Academic library development (During 1568 A.D to 1803 A.D, British library system (During 1803 to 1948-49), Modern library system (During 1948-49 to 1984): To complete the study of modern library system he made a survey on 2167 high schools in 1982-83, of which 2115 high schools had library facilities with a collection of 500-1000 books. He also demonstrates a survey on the whole Orissa which includes some famous secondary government high schools like Government High School, Buria. In his survey he describes the problems of that time and his opinion was very conservative, which is now out of date. We find no modern idea about secondary school library system and there is no possibility of modern school library, which is now very essential for an advanced school library system.

1995

Kaushal, Mandira.²⁹ observing the functions of school library of different countries in the world, edited an article entitled on 'Role of a school library in developing countries', where he defined school library in a specific term that contents of four main elements such as: the resources, the users who are students and teaching staff, the library staff and the environment. In case of boarding school library in a developing country, she tried to include the family members of the institutions, staff, professional librarians who can interpret the objectives of a school library into a real sense. Kaushal describes the role of school library in developing country in a formative view, which includes: to support the learning program to act as information centre, to provide recreation, to support the teaching programs, to support

professional developing and to maintain a current awareness programs. To indicate the role of school library in a developing country, he has described the overall conditions of school library of Kenya, a developing country, although the author has come to realise the problems in a greater length but he has given no possible solution of the existing problems of the developing countries.

1996

A study of the research from the major school library over the period 1927-52 in the school library field reveals mainly two patterns: (i) the fairly frequent development of a group of closely related these with in a particular school library and (ii) more significant pattern, the reflection of the major problem confronting the school and the library profession in the investigation of a particular period. The major portion of investigation period 1948-52 concerned the educational functions and activities of the school library. The principal topics were the guidance & functions of the library, particularly in the field of social adjustment, the place and training of student assistants in the library, and library instruction. "One of the persistent in the school library field relates to the distribution and nature of school library system", says Iyengar Sreenidhi.²⁸

2003

Pelgrum⁴² has written a book on ICT in Education around the World: Trends, Problems and Prospects. UNESCO, IIEP, PARIS. In this book the author briefly describes ICT in education, some major concepts and a short historical overview and how ICT is supporting curriculum change. But there is no instruction of ICT education application in secondary school libraries.

2003

Sett, Smita⁴⁹ presented an article in an international seminar, which was held in 2003 jointly organized by Library Association of Bangladesh (LAB) and Institute of Library and Information Science (ILIS) Rajshahi, Bangladesh, on the role of modern age school library in the development of human resource. In that article she mentions the definition of school library as an information centre, a laboratory, a media centre, and a resource centre. She indicates how a school library works as a catalyst in removing illiteracy in the developing countries. She also mentions the functions of school library, qualifications of librarian and his/her duties and responsibilities. In this article Mrs. Sett presents a comparative data of school libraries in different countries of Asia indicating the number of users of school library in every country. But Mrs. Sett didn't demonstrate the possible recommendation for the development of school library and human resource in the developing countries.

2003

Sarkhel⁴⁸ presented a paper at the international reference of “Role of Libraries in Human Resource Development in Bangladesh” arranged by the above mentioned (LAB & ILIS) in December 20, 2003. He refers to the role of library for the development of human resource. To interpret the role of human resource development, he indicates education programs as the most significant factor for human resource development. He also points out that if it is possible to establish school library in every sector of education level, it will bring a successful outcome for human resource development.

2004

Munshi Dr. Md. Nasiruddin⁴⁰ wrote an article entitled “School Library Development in Bangladesh”. In this paper the author clearly remarks the major problems and issues of school libraries in Bangladesh. Following are the major problems of school libraries in Bangladesh: There is no national commission for school library development, lack of proper initiatives, efforts, funds, and plans to establish school libraries by the government at the national level. There is no proper salary structure for school library staff at the national level, absence of a national body or committee to advise the government on library and information affairs, low professional status, poor working conditions and insufficient infrastructural facilities. He also indicates some major issues essential for the development secondary of school library, which are recommended to implement by Dr. Quadrat-E-Khuda National Education Commission-1974 and National Education Commission Report 2003 by M. Maniruzzaman Miah. A National Commission for school library development counsels separate building, professional librarians, proper salary structure etc play a vital for the development of secondary school library system and it was recommended by Munshi, Dr. Md. Nasiruddin.

2005

Korea is one of the developing countries in the third world. After the Second World War the economy of the country progressed by leaps and bounds. Prof. Yoon-ok-Han²⁰ wrote an article on Secondary School Library Policy and its Implication in Korea. The objective of this study is to introduce the development of school libraries in other countries. By describing school library developments that have occurred in Korea, we can get a scope of comparative study. The key concepts provided by Yoon-ok-Han includes i.e. redesign and renovate secondary school libraries, activate the cooperative program planning and teaching, ensure the professional school librarians, which are essential for the development of secondary school library. From this study, we come to know that the use of ICT in school libraries has evolutionary changed the education system in Korea

2006

A survey was continued to Netherlands by a team of workers under the supervision of IFLA. It informs us about the over all conditions, management system, number of secondary school librarians, salary, equipments and many other conditions. This paper describes surveys, which were held in 1995, 2001 and 2006 in school libraries in the Netherlands. Bockhorst⁷ says, the role of secondary school library cannot be ignored in any way. The study also informs us that most of the secondary school libraries have no proper book collection, lack of technical information, library rules etc. But this paper has no indication that may contribute to school library policy development.

2006

Education Watch 2005³ continues a statistics on secondary high school library facilities according to the types of school. In that statistics, we find that the majority of secondary schools in our country lack library facilities measurably. Only 15 percent served school library with adequate books and reading facilities, 80 percent of the schools had some books in the book shelves kept in the headmaster's room or in the teachers' common room and five percent had no library. Qualitative data, data collection, analysis, strategies, collaboration of data analysis guided by them are not similar to modern secondary school library as they described it in an advanced form. Research is an institutional function, which is not suitable for the learners of secondary school level. So they face some primary difficulties to continue their study.

2006

Islam²⁷ wrote an article on "Academic Library Policy for Bangladesh". In that article he indicates the institutional development of libraries in Bangladesh and tries to demonstrate the present situation of school library. At the same time he gives a concept of the library policy and minimum standard of school library in Bangladesh, which was similar to Dr. Muhammad Qudrat-E-Khuda Education Commission-1974. But the policy proposed by Dr. Islam is an incomplete idea of the school library.

2006

Rahman⁴⁴ presents a superb article on post primary education system of Bangladesh. He succeeds to show the problems and challenges of post primary education system of Bangladesh and it is mostly suitable for Bangladeshi post primary education system. Prof. Rahman not only mentions the post primary education system of Bangladesh but also secondary education and the access, equity and quality of secondary school library for the development of education in Bangladesh. As. Mr. Rahman points out the overall education

system of Bangladesh; he has not shown the suitable policy of secondary school library system in Bangladesh in that article.

2.5 Conclusion:

From the brief review of the foregoing studies, it is found that the early studies have not adequately analyzed and explained the role of secondary school libraries in Bangladesh. Even those studies have failed to place pragmatic suggestions for the development of the secondary school library system. Thus the review leads us to draw the following points

- i. So far, no in-depth study was done to clearly spell out the development of secondary school library system in Bangladesh.
- ii. No effort was made earlier to test the effectiveness of development of secondary school library system in Bangladesh.
- iii. The problems of development of secondary school library system in Bangladesh and their proper solutions in favour of school library policy have not been detected and discussed properly.
- iv. The proposed study seeks to plug the gaps and pitfalls identification for the secondary school library system.
- v. There is no study conducted in this field in Bangladesh.

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Chapter 3

Research Methodology

3.0 Introduction:

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3.0 Introduction

Research is a common parlance which refers to a search for knowledge. In fact, research is an art of scientific investigation. However, this investigation must be done very strictly and carefully. In the present research, the researcher has spared no pains to maintain the acceptable standard of research methodology such as defining the objective of the study, reviewing literature, preparing questionnaires, identifying the sample population, taking interviews, collecting data, analysis of data etc, keeping in view with the objective of the study.

3.1 Objectives of Research Methodology

The purpose of the research is to investigate answers to the questions following scientific procedures. The main aim of research is to find out the truth, which is hidden and has not

been investigated as yet. We may think of research objectives into the following major groups:

1. To gain familiarity with a phenomenon or to achieve new insights into it (studies with this end in view are termed as exploratory or formulative research studies).
2. To portray accurately the characteristics of a particular individual, situation or a group (studies with this object in view are known as descriptive research studies).
3. To determine the frequency with which something occurs, or with which it is associated with something else (studies with this object in view are known as diagnostic research studies).
4. To test a hypothesis of a causal relationship between variables (such studies are known as hypothesis-testing research studies).

3.1.1 Objectives of Present Methodology

The present study intends to cover all the facts relating to the 928 secondary school libraries found all over the country. Due to financial and time limitations, it is not possible to take up all the secondary school libraries and libraries at the institutes into consideration for an in-depth study. There are numerous methods for conducting research. The choice of an appropriate research methodology is very important for any research work. Authentic research findings need sound scientific methodology. In the present research study, the objectives of present methodology have been divided into two types. They are General Objectives and Specific Objectives.

3.1.1.1 General Objectives

The objectives of the study were to describe and evaluate the prevailing secondary school library system in Bangladesh and to identify the needs of the secondary school library in the rural and urban areas. An understanding of both these issues allows an assessment of the effectiveness of the present education system in Bangladesh and needs for getting better knowledge in the secondary school library.

3.1.1.2 Specific Objectives

The specific objectives of the study are:

1. To know the status of the existing policies of secondary school libraries in Bangladesh.
2. To know how these policies were implemented in different educational institutions at the secondary level.

3. To find out the causes and barriers for the implementation of the previous policies in secondary school library system in Bangladesh.
4. To find out the factors to improve the existing situation of the secondary school libraries in order to cope with the present demand.
5. To suggest a better policy for the development of secondary school library system in Bangladesh.

3.2 Methodology Adopted

The methodology adopted to carry out this research involves various processes, which has been categorized and explained under five steps in detail.

3.2.1 Step-1 Literature Reviews

In this stage I have tried to find out a comparative statistics of secondary school libraries of our country and abroad reflecting the functions. In Bangladesh there hasn't been any specific work on secondary school library since 1971-2008. Only a few articles and compositions have been presented on different seminars and symposiums at the national and international levels. Library Association of Bangladesh (LAB) published a journal entitled "The Eastern librarian" in this case. On the other hand, web resource study has also been benefited greatly by UNESCO's school guideline, Korean school library policy, Indian Bengal Library Association of Calcutta. New Education and school library of Dr. A S R Ranganathan and School library management of T.K Teheran have worked as a great catalyst to represent the pros and cons. A major step has been adopted to find out the actual picture of secondary school library which included Secretary, Director General, Director, and Deputy Director, District Education Officer (DEO) Upazila Secondary Education Officer (USEO) who are engaged in education administration and making policy of the country.

3.2.2 Step-2 Collection of Data

Collection and analysis of data are the most crucial aspects of research. It is an essential part of this research study. For this purpose the researcher has prepared questionnaires. While planning for the preparation of the questionnaires the importance has been given to Institute, Librarian, Teachers', Students, USEO & DEO. I have sent these questionnaires to 928 institutes and their Librarians, teachers' representatives and students.

3.2.2.1 Stage- 1 Secondary Source

Three sources of information have been used at this stage. The first source is the official records such as annual reports, seminar papers, and education commission reports. Govt.

activities and evaluate reports which are considered to develop secondary school library systems. A documentary analysis of this extensive literature allows the development of a descriptive categorization of school library service and identification of major factors for using school library system.

3.2.2.2 Stage- 2 Structural Questions

The second source is the collection of data for selected respondents through structural questions.

3.2.2.2.1 Selection of Samples

Before tracing out educational institutions, we have collected the list of educational institutions of Bangladesh and their postal address from the Bangladesh Bureau of Educational Information and Statistics (BANBEIS), an attached department of the Ministry of Education. This number comprises almost 55% of the whole education system of the country. There are about 18,770 secondary schools across the country. According to the provision of research methodology, an example of 928 secondary schools has been selected at random using the simple random sampling techniques, especially lottery method. That is, there are 464 Upazila's (Police Station) in Bangladesh and taking 2 institutions from each Upazilla, which is 5% to the population size. All questionnaires were posted to the Headmaster of the selected school. But I have canvassed in person with the top officials of the Ministry of Education and other directorates.

3.2.2.2.2 Design of Questionnaires

At this stage, a standard questionnaire was designed to fulfill the aims and objectives of the study. In line with the objectives of the questionnaire, the whole questionnaire was developed into five categories, most of which were performed centering round the Head Master and Librarian of the schools.

The Headmaster, Librarian, one student and one managing committee member of every school were asked which services are needed to run a school library smoothly from the door to desk.

The questionnaires were supplied to each of the following respondents in order to collect required information:

- Head Master of the institutions.
- Librarian of the institutions.
- One Teachers' Representative.

- One of the students of the school.
- All District Education Officers (DEOs) and Upazilla Secondary Education Officers (USEOs) of the country.

Questionnaires were sent to the respondents by post.

3.2.2.3 Stage- 3 Unstructured Question and Interviews

Besides serving printed questionnaires to the selected schools, the researcher has collected information from many other sectors such as, taking interviews of some educationists, education planners and education administrators who are serving the Education Ministry.

3.2.2.3.1 Identification of Interviewees

The third source is unstructured interviews, which have been conducted with high officials and policy makers and education planners at the national level and to get their views about the secondary education and library system. These identified factors, which generally leave impact on the provision of school library system, have given an insight into the policies of the major providers. The following were the interviewees:

- The Secretary, Ministry of Education.
- The Joint Secretary, Ministry of Education.
- The Director General, Directorate of secondary and Higher Secondary Education.
- The Director, BANBEIS, Ministry of Education
- All District Education Officers.
- Program Head, BRAC (Bangladesh Rural and Advancement Committee) Secondary Education Program. BRAC Centre, Dhaka
- Chief Executive, Human Resource Developments & School Library Development Project.

The Chief Executive, Human Resource Development, School Library Development Project. The Headmaster, Librarian, one of the students and one of the teachers' representatives of each school were asked which services needed to run a school library smoothly and the time from opening to closing the school library

This stage contributes to objectives. 3 and 5

3.2.3 Step-3 Collection and Organization of Data.

In this stage a table has been made in MS Excel program copying data from SPSS package software. All questionnaires have been organized in keeping time with the data and

information. To fulfill the objectives of the study, a data table has been framed receiving the required questionnaires. A few questionnaires have not been made table for the sake of information available. All questionnaires have been divided into two main classes. Firstly, implementing the objectives directly and secondly, recommending & concreting the objectives. Available data has been organized making conducive table.

3.2.4 Step-4 Creation of Database

While sending the questionnaire a letter was annexed to each questionnaire where the head of the institutions were requested to return the questionnaire within 7 days after getting it. According to my request they sent it by post. Again some of them returned it by special messenger or by person. A few of them made a phone to me after filling up the questionnaire and requested me to collect them. As a result, we have collected the questionnaires visiting the concerning institutions.

We started the work of data entry after getting the questionnaires. Before making entry we made SPSS (Statistical Package for Social Science) software 15.0 version in computer, data entry and editing of the data were simulate uniquely done using telephonic approach as needed.

3.2.5 Step-5 Data Analysis and Interpretation

To analysis and interpret the collected data the researcher have been worked according to the research methodology. The answers transmitted by the institutions have been presented through tables, graphs & charts. The explanations of the analyzed data are as follows:

- The present conditions of school library of Bangladesh
- What are the impediments to give a real shape of the methodology
- How to remove the obstructions
- What measures ought to be taken for the brightest future of school library

After explaining and analyzing, the data has been expounded through different charts and diagrams. While presenting data the repeated questionnaire has been dropped charts & graphs etc help the researcher to present the data in the great way.

3.3 Conclusion:

It has been mentioned earlier that the research methodology is the life of a research work. The methodology adopted here are all authentic and free from any kind of bias. Designing of the

questionnaires after literature review and consultation with the supervisor, collection of data and putting it in the tables after analyzing it with the SPSS software package has given a unique opportunity to complete the work smoothly. At last the interpretation of the data is presented in tables, graphs and charts.

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Chapter 4

Education System in Bangladesh: An Overview

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4.1.8 Conclusion:

4.0 Introduction

In 1947 we have seen India winning independence from British rule and by all accounts it is the watershed not only in politics but also in education. But Bangladesh follows a separate policy and execution from those prevailing in India. The common heritage though left behind continued to exert its influence since many of the institutions founded in pre-independence period remained with the new state, and these in their turn served as models, may be with a few changes here and there, for the new ones. In education, as in life, there is no complete break.

The British had left a legacy. In brief, education had been planned on western lines, defined in Macaulay's Minute on Indian Education, 1835. English was the medium of instruction and most of the content has been derived from western liberal arts and sciences. It was secular in spirit and open to all, irrespective of caste and creed. And traditional oriental learning was to find for itself, with hardly any state support. The emphasis was on higher education. Organized higher education was to filter down to the lower levels secondary and primary levels of the system.

In 1947, the existing system generally reflected the British policy lay down by Macaulay and endorsed by later committees and commissions. The Report of the Sergeant Committee (1944), advocating a reformed primary education under the full management of the government, came too late for the then Pakistan. Independent India gave it full credence, not Pakistan. Education was already a provincial subject, with the central government in Karachi, later in Islamabad, being a distant observer. Its occasional interventions, sometimes well meaning, sometimes ill informed and counter-productive, could be passed over.

After independence, the provincial government of East Bengal set up a committee under the chairmanship of Maulana Akram Khan, a senior politician and an Islamic scholar, to frame a new curriculum for schools. The committee did a good job. The curriculum proposed by it made primary education completely and exclusively based on mother tongue, with the provision for religious education to be imparted in the medium of Bangla. As for higher education, the government's intervention was simply unfortunate. UNIVERSITY OF DHAKA, the singular institution of its kind in the province, was deprived of its traditional autonomy enshrined in the Act of 1920. Government was given a new and wider authority over its management, including the appointment of vice-chancellors. Worse still, great many colleges, a few government but the majority under private management, were, without much thought, brought under the academic control of Dhaka University. This university, a unitary and teaching institution since its inception, had neither the experience nor the capacity, and hardly the inclination, to discharge a responsibility that had been the preserve of Calcutta University for nearly a century. The measure severely jolted Dhaka University and left the colleges under a scrappy academic supervision of the university.

The total picture of the system in 1947 presents, at the highest level, a university almost fully financed by the government, and lower down the system, colleges and schools both secondary and primary, forming a private sector. This invited and justified governmental involvement in the two vital sectors of education. The successive governments' response to this demand makes a story full of directions and misdirection's, of targets proposed and missed despite all

odds, a continuous linear growth of both primary and secondary education in the province, later in the Republic of Bangladesh.

4.1 Education System in Bangladesh

Education is difficult, mainly due to the paucity of resources to trace, even in outline, the system of education that prevailed in Bengal from the remote past. The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and higher education. Primary level institutions impart primary education basically. Secondary education is imparted by junior secondary/secondary and higher secondary institutions. Degree pass, degree honours, masters and other higher-level institutions or equivalent section of other related institutions impart higher education. The education system is operationally categorized into two streams: primary education (Grade I-V) managed by the Primary and Mass Education Division (PMED) under the helm of a Secretary; and the other system is the post-primary education which covers all other levels from junior secondary to higher education under the administration and supervision of the Secretary of the Ministry of Education (MOE). However, both PMED and MOE are under the direction of Education Minister. The post-primary stream of education is further classified into four types, in terms of curriculum: general education, madrasah education, technical or vocational education and professional education. For the development of the country a proper education system is essential. The first five years in a child's life is of special importance. The child psychologists define this period as the 'formulation of the structure of human life'. Government recognition for the pre-primary education (Baby class) is not given, even though many primary schools offer such facilities. Nursery, Kindergarten, Tutorial and Pre-cadet Schools are located in mostly urban areas, which have pre-primary classes, like play group, standard I, II & III proceeding to formal primary classes. Some of these institutions also provide primary and secondary level courses and additionally prepare students for examination at the 'O' level of the English System. There are also Mosque-based institutions like Maktab, Forkania and Qurania madrasah which offer pre-primary education along with religious teachings. These institutions have been imparting literacy along with Islamic religious teachings and serve as the feeder schools to primary schools and madrasahs. There are of other institutions mainly for religious education like 'Hafizia' madrasahs where the students learn reading and memorization of the Holy Quran. There are other types of pre-primary institutions named as 'Qiratia' madrasahs where the children get specialized in the recitation of the Holy Quran. Children between 3-5 years of age group are generally enrolled at this stage.

4.1.1 Primary Education

Prior to 1952, primary stage of education comprised a 4-year course (class I-IV). In 1952 the

duration was extended by one year more (class I-V) and the same duration is retained till today. The academic year starts at January and ends at December. Primary schools run in two shifts. Generally 1st shift starts from 08.00 a.m. and continues up to 12.00 p.m. and 2nd shift from 12.30 p.m. to 4.15 p.m.

4.1.1.1 Definition

Primary education means the first stage of education of a child, which begins at a very early age. Generally, children between 6-10 years are enrolled for primary education. Primary education is the only way to educate all the people of the country and to make human resources.

4.1.1.2 Objectives

Primary education ensures basic education for the career of all children and constitutes a background of education in their life. So, education at this stage, which is now considered fundamental or basic education, is very important for providing every child with a happy existence and productive future. Many of the people of our country are to start a career after completion of primary education, while many others enter the next level of education. With these two aspects in view, the following objectives of primary education can be determined.

- a. For the development of the child's whole personality moral, mental, physical and social;
- b. To awaken patriotism and a feeling for good citizenship and to develop such qualities as perseverance, diligence, good conduct and devotion to justice;
- c. To help the child to read and write in his vernacular and maintain basic accounts and, in addition, to make him familiar with the fundamentals of knowledge and with skills, which he will require as a future citizen and,
- d. To prepare him for acquiring higher education.

4.1.1.3 Importance

Education is the process by which our mind develops through formal learning at Schools, Colleges or Universities. But primary education is the foundation of education system. The development of a child's whole personality like moral, mental, physical and social is dependent on primary education. If the primary education system of a country is developed, it will assist to build up an enriched nation, to awaken the spirit of patriotism and the feelings of good citizenship and to develop such qualities as perseverance, diligence and devotion to

justice, and preparation for the education in the next stage by flowering their hidden creativity. A well-structured and dynamic system of primary education is the pre-requisite of a student's future life. Receiving primary education, a student can easily understand about his rights and responsibilities to the society, he lives in. If education is compared with light, which removes the darkness of the earth, primary education is the only factor which deserves of praise. The lasting of a building depends on its base. Like the building, the later stage of a child is fully dependent on a perfect structure of primary education. To build up a rich nation, primary education works as one of the fundamental elements of education. In the developed countries primary education is considered as the basic education; while in developing countries, it is meant humble education. The developing nations fail to constitute an enlightened nation for want of proper primary education. So the importance of primary education can easily be understood and we can ignore it no how.

4.1.1.4 Present Scenario of Primary Education in Bangladesh

Standard primary education is a must for us all to ensure socio-economic development of Bangladesh. It was a constitutional obligation for the state to ensure universal primary education just after the independence. Primary education has seen some improvements because of government and private efforts during the last two decades. According to government statistics, more than 90 % of the children aged between 6 and 10 years admitted to primary schools at present, but only about 60 % of them can complete this education. Generally the standard of primary education is not, at present, effective and satisfactory due to dire scarcity of physical facilities, shortage of teachers, monitoring and management problems and various streams of education existing in the primary level and so on. Measures taken recently for the development of primary education have not been sufficiently effective, though these have contributed to a quantitative extension of primary education throughout the country.

4.1.1.4.1 Statistics

There are different types of institutions in the primary level, namely: i) Government Primary School (GPS), ii) Registered Non Government Primary School (RNGPS), iii) Community school, iv) Experimental school (Attached to a Primary Training Institute), v) NGO school (operated by NGOs.), vi) Kindergarten school, vii) Ebtedayee Madrasah, viii) Primary section attached to high schools, ix) Ebtedayee section attached to high madrasahs, x) Non registered primary school.

Sl.	Types of institutions	No. of institutions	No. of Teachers		No. of Students	
			Total	Female	Total	Female
1.	Govt. primary school	37,672	1,62,084	71,740	94,83,891	48,48,049
2.	Non-govt. and other primary level institutions	42,729	1,82,705	53,250	67,41,767	32,86,388
	Total	80,401	3,44,789	1,24,990	1,62,25,658	81,34,437

Table 4.1.1.4.1: Statistics on primary education in Bangladesh.

4.1.1.4.2 Curriculum

Generally the curriculum is designed by National Curriculum and Text Book Board (NCTB) centrally for the country, which is taught both in Government and other Primary level institutions. Primary school curriculum for classes I & II consists of Bangla, Arithmetic and Environmental Science (General Science and Social Studies), from Class III onward study the students have to, Physical Education, Arts & Crafts, Music and Religion as additional subjects. (English is taught as the second language from Class II.)

4.1.1.4.3 Examination System and Scholarship

Promotion to the next higher grade at the primary level is given on the basis of satisfactory results of the annual examination, held at the end of each calendar year (academic year). However, classes I and II are treated as one unified class. There is no system of public examination at the end of class V.

There is a system of scholarship examination after the completion of five years of schooling at the end of class five. The students of Government/Registered institutions and selected N.G.O schools are allowed to appear at the scholarship examination. Each institution selects its best students to appear at this examination, which is arranged by Regional Primary Education Offices and scholarships are awarded, mainly on union council/ward wise on the basis of merits.

4.1.1.4.4 Administration and Management

There is a Directorate of Primary Education (DPE), responsible for the implementation of the decisions and plans made by the Ministry Of Primary and Mass Education (MOPMED). In Bangladesh there are 9 Regional Offices headed by the Deputy Directors. Through direct supervision of Regional Deputy Directors, the District Primary Education Officers (DPEO)

and Upazila Education Officers (UEO)/ Thana Education Officers (TEO) are vested with the responsibilities of supervision, control and management of primary education in co-operation with the local government administration known as 'Union Parishad'.

It may be mentioned that among the ten types of institutions, only five types viz; i) Government primary school (GPS), ii) Registered Non government primary school (RNGPS), iii) Community school, iv) Experimental school (attached to PTI) and, v) Primary section attached" to high schools and other types of institutions are under the control of DPE.

4.1.1.4.5 Organization and Management

For the management of primary education, there is an education committee within the Upazila (headed by the Upazila Education Officer of the respective Upazila/Thana). Primary schools are of three categories by the management which are: i) Government Primary School, ii) Non Government Registered Primary School and iii) Private Primary School. Besides, there is a School Managing Committee (SMC) which is functioning regularly for better performance of the institution.

4.1.2 Secondary Education

Secondary education is the second stage of the education system. According to the education structure of Bangladesh, classes from VIII-XII will be regarded as secondary level. The later part of unified stage of primary education up to class VIII and the former part of Degree education is regarded as secondary level, in the whole education system the secondary level is very important, because at this level the foundation for future life will be built and the students will succeed in life with the help of the skills, they will acquire at this level. As a result, they will also be invaluable assets both for the society and the country. Secondary level is regarded as the last level of general education and learning of this level is regarded as an entry point for higher education in different departments. The opportunities for higher education depend on the qualitative standard of education at the secondary level. At the end of education at this level, students according to their merit and interest get the opportunity for going to different branches of higher education. Those, who do would not want to continue their study or are qualified for further education, will be able to earn their livelihood on the basis of vocational skills acquired at this level. Students become able to shift themselves to the suitable branches according to their merit and interest developed at this level. So, in the courses of studies at this level, there is a scope for acquiring knowledge in different branches. Hence, they can or gain practical experience on which their life and livelihood depend.

4.1.2.1 Definition

The level of education after primary and immediately preceding to higher (college) education is known as the secondary education. It caters to the adolescents of 11-17 year age group. Secondary education may be divided into three stages i.e. junior secondary, secondary and higher secondary. The duration are of 3 years for the junior secondary, 2 years each for the secondary and higher secondary i.e., (3+2+2) years=7 years. After 8 years of schooling (5 years of primary and 3 years of junior secondary), diversification of courses into technical and vocational education are offered in vocational and trade schools, which are terminal. Sanskrit and Pali education are imparted at the 'Tol' & 'Pali' school after 10 years of schooling i. e., SSC under the general education through distance education.

4.1.2.2 Objectives

Secondary level education plays a meaningful role in developing skills of the students in acquiring knowledge at international standard and being competent in the field of science and technology. So the aims and objectives of secondary education are:

- to help flourish the inherent qualities and probabilities of the students;
- to prepare students as skilled manpower for taking part in the field of work specially in the economic activities of the country;
- to prepare students for higher education;
- to widen and consolidate basic knowledge of students acquired at the primary level;
- to impart much more knowledge to the students regarding basic things.

4.1.2.3 Importance

Secondary education plays the most important role for creating experienced work force of a nation. The educated and trained work forces can easily acquire new information and technology and apply them in new situations. Secondary education is mainly considered as the last level of general education and learning at this level is regarded as an entry permit for higher education in different departments. The opportunities for higher education depend on the qualitative standard of education at the secondary level. At the end of education of at this stage, students according to their merit and interest, get the opportunity for going to different branches of higher education. Secondary education system works as the materials of a construction, where the materials ensure the permanency of the building. Similarly, secondary education ensures a student's carrier. Those, who do not want to continue their study or do not qualify for further education, will be able to earn their livelihood on the basis of vocational skills acquired at this level. Primary education can only open the domain of knowledge before a student but this secondary education helps him to flourish his inherent qualities and probabilities. It also helps to prepare students to build them up as skilled manpower for looking part in the activities field of work especially in the economic

development of the country. Without acquiring a standard secondary education, none can enter into a standard higher education. So, to achieve higher education and to form an ideal secondary education system is a measurement, which cannot be ignored in any way. It also plays a meaningful role in developing skills of the students in acquiring knowledge at international standard and being competent in the field of science and technology.

4.1.2.2 Present Scenario of Secondary Education in Bangladesh

The present structure of secondary education is extended from Class VI to class XII and is divided into three levels: Lower secondary level of three years, secondary of two years and higher secondary of two years. At present the number of lower secondary schools in the country is 2,349. The number of secondary and higher secondary schools are 9663 & 603 respectively. Total number of schools and colleges is 1,615, besides the levels of Dhakil and Alim of Madrasah education are equivalent to those of secondary education.

Most of these institutions are established and run by private initiatives. But 80% of the basic salary of the teachers and staff of these institutions and some incidental financial benefits are given by the govt. The govt. also undertakes some projects for infrastructural development of these educational institutions. Moreover, for encouraging female education in the rural areas outside municipal area, scholarships for girl students up to class XII have been introduced. The amount of grant allotted to the private schools by the Govt. is not sufficient, because of the inadequacy of the financial help; the programmers of most of the primary schools are hampered in different ways. It is not being possible to develop the standard of the secondary level educational institution for the lack of qualified teachers, physical facilities, required furniture and teaching materials. There is inequity between govt. and private institutions and between rural and urban institutions. Again, Cadet Colleges, Residential Model Schools, Laboratory Schools, and some special institutions run by different organizations are the *Causes* of inequity. A large number of teachers in secondary schools are not trained. As a result, it is not possible to maintain the same standard of teaching everywhere. Moreover, there is a difference in the curriculum and syllabus of schools, madrasah and vocational institutions. For this reason, difference prevails in the standard of education among the students at different levels. If it is expected that students should be built up as true citizens of an independent state, solutions to these problems will be found out.

Junior high schools offer teaching facilities at three grades i. e. class VI, VII, VIII. There are many high schools and a few higher secondary also offer the course of junior secondary stage. Junior high schools, in most cases, have primary classes attached. All the junior high schools in Bangladesh are privately managed. Government extends partial salary support to the teachers and other employees of the junior high schools too.

Normally, a high school comprises five grades from classes VI to X, grades from XI and XII are considered as the higher secondary stage. There are many high schools, which have classes I to X, II to X and III to X. Most of the high schools are located mostly in urban areas. Most of the privately run secondary schools provide co-education. However, there are many institutions to ensure education for single sex. Bangladesh Open University (BOU) has been continuing the SSC program through the distance education. For distance education through BOU, there are selected centers, where the students attend the class on two Fridays in a month but altogether twenty classes in a year.

At the higher secondary stage, the academic program for general education is of two-year duration (class XI & XII). Public examination called the Higher Secondary Certificate (HSC) examination is held at the end of class XII. Generally, Intermediate Colleges in Bangladesh offer courses of higher secondary level. There are many Degree Colleges which combine grades XI & XII as well. One of the main objectives of this stage is to prepare students for higher education. Bangladesh Open University has been continuing the HSC programme through the distance education. For distance education through BOU, there are selected centers where the students are registered in class XI. Students attend the classes on two Fridays in a month, but not more than twenty classes in a year.

4.1.2.4.1 Statistics

General secondary schools may be organized in different ways. Out of 18,770 secondary schools in 2006, there were 4,322 junior secondary schools importing courses for grades 6-8 only. The rest offered course for grades 6 to 10 and a small number of them was also taught higher secondary grades 11 & 12. The general pattern is that higher secondary grades are taught in separate institutions or in colleges offering an undergraduate program. This is a holdover from the past when secondary education ended at grade ten with S.S.C examination and students then enrolled in intermediate colleges:

Sl. No.	Types of institutions	No. of Instn.	No. of Teachers		No. of Students	
			Total	Female	Total	Female
1	Non-govt. Junior Secondary School	3,461	24,751	6,111	5,01,397	3,29,735
2	Govt. Secondary School	317	7,306	2,557	2,18,007	1,03,966
3	Non-govt. Secondary School	14,352	1,66,999	37,111	57,21,305	30,05,622
4	Non-govt. School and College	640	12,593	4,433	3,99,832	2,08,866
	Total (Secondary Education):	18,770	2,11,649	50,212	68,40,541	36,48,189

Table 4.1.2.4.1: Statistics on secondary education in Bangladesh

4.1.2.4.2 Curriculum

The curriculum structure is uniform and consists of Bangla, Mathematics, English, General Science, Social and Religious Studies. There is a board named National Curriculum and Text Book Board (NCTB) assigned with the responsibility of preparing curriculum and text books for primary, secondary and higher secondary levels.

Diversification of courses and curricula introduce at class IX, where the students are separated into three streams of courses, i. e., Science, Social Science, and Business Studies (details of the courses and curricula may be seen at the Annexure B) Bangladesh Open University also follow the curriculum the same curriculum of general schooling.

4.1.2.4.3 Examination System and Scholarship

No public examination is held at the Junior Secondary stage. Each institution conducts its own examination. Class-wise annual examinations are held at the end of the calendar year. Promotion to next higher class is given if a student secures minimum pass marks.

The academic program is intended to be terminal at the end of class X where the students appear at the public examination called SSC examination. But primarily, the program is directed to the preparation of the students for the entrance into the higher secondary stage. The examination is conducted every year by the eight Boards of Intermediate and Secondary Education (BISE) located at Dhaka, Rajshahi, Camilla, Jessore, Sylhet, Barisal, Chittagong and Dinajpur district headquarters. It is worthwhile to mention here that the newly created BISE, Dinajpur will have candidates in 2009. All secondary schools require affiliation of the Board within the region for academic and examination purpose. The Technical Education Board is responsible for affiliation, inspection and monitoring of vocational institutions, also responsible of conducting the SSC (vocational) examination. The results of SSC examinations are being converted into letter grades i. e., A⁺, A, A⁻, B, C, D and F. The ranges of marks for these grades are 80-100, 70-79, 60-69, 50-59, 40-49, 33-39, 0-32 respectively and the corresponding grade points are 5.00, 4.00, 3.00, 3.00, 2.00, 1.00 & 0.00

Marks obtained (out of 100)	Letter Grade	Grade point (5 Point Scale)
80% and above	A ⁺	5
70% to less than 79%	A	4
60% to less than 69%	A ⁻	3.5
50% to less than 59%	B	3
40% to less than 49%	C	2
33% to less than 39%	D	1
0% to less than 32%	F	0
	W	Withdrawal

In case of Bangladesh Open University (BOU), there are two terminal examinations, one is after 1st year of the academic year and another is at the end of the 2nd year. It is to mention that if one cannot pass in all papers in the 1st year final examination, he can appear in 2nd year final exam and also can appear in the failed subjects of previous year. Aggregating the two terminal results BOU publishes the final SSC result; BOU also follows the same letter grades system for the SSC result.

A countrywide scholarship examination known as the junior scholarship examination is held every year in class VIII, which is conducted by the Regional Deputy Director of Secondary and Higher Education Directorate. Merit Scholarships are offered on Upazila basis to the successful candidates.

4.1.2.4.4 Administration and Management

The junior secondary and secondary education is administered by the Directorate of Secondary and Higher Education (DSHE) headed by a Director General. The directorate has 9 Regional Offices headed by a Regional Deputy Director and 64 district offices in each district headed by the District Education Officer. Also in each Upazila, there is an Upazila Secondary Education Office headed by Upazila Secondary Education Officer (USEO). Through direct supervision of Regional Deputy Directors at the district level District Education Officer (DEO) and at the Upazila level, Upazila Secondary Education Officer (USDEO) is vested with the responsibilities of supervision, control and management of secondary education at the district and Upazila levels respectively. The Dean of open school of BOU through regional offices maintains the overall administration of SSC program through distance education. The Teachers & employees of junior Secondary and Secondary Schools enjoy financial assistance as salary subvention from the Government after fulfilling the requisite conditions to have Monthly Pay Order (MPO) on regular basis. The rate of subvention is the same like other non-Government institution.

The girl students of junior Secondary and Secondary Schools located other than City Corporations Cities have been enjoying full free studentships, additionally they are enjoying stipend too. To enjoy the stipend each student has to fulfill the following three conditions as under.

1. The attendance of the girl student should be minimum 75%.
2. They have to secure 45% marks in each examinations and
3. They have to be Un-Married.

The affiliation or recognition of junior secondary schools is given by the respective office of the Regional Deputy Directors with the prior approval of DSHE on the basis of location. The

affiliation or recognition of secondary schools is given by the respective Board of intermediates & secondary education (BISE) on the basis of location. To run the institutions smoothly they give recognition to school management committee (SMC). BISE gives registration to the students of class IX to allow them to appear at the SSC examination. The Dean of open schools of BOU selects the center of SSC program under distance education program.

Besides, there are a number of Government commercial institutes, which offer job-oriented course name. Diploma in Business Education equivalent to HSC of general education, controlled by BISE, Dhaka and DSHE. It may be mentioned here that the course curriculum is almost similar to Business studies group of general education

4.1.2.4.5 Organization and Management

In case of Junior Secondary Education, there is no Government managed schools, rather all the junior secondary schools are being run by Non-Government institutions and managed by the School Management Committees, following the rules of the Board of Intermediate and Secondary Education (BISE).

In case of secondary education, there are a few number of schools managed by the Government, most of the secondary schools are being run privately and managed by the School Management Committee (SMC) constituted by the rules of Boards of Intermediate & Secondary Education (BISE), SMC is mainly operational in case of privately managed schools. The Head Master of the institutions acts as the member Secretary (ex-office), Chairman of SMC is nominated amongst the elected members and the concerned Board endorses the proposal forwarded by the institutions for the chairman. In Special cases, the BISE may with the approval of the government, nominates a local distinguished person interested in education as chairman.

4.1.3 Madrasah Education

Madrasah Education System has two sides one is eternal; the other is subject to change. The first one is integrated with the Islamic Shariah based on AI-Quran and AI-Hadith. The second one is related to other branches of knowledge and science. This part is subject to necessary changes in accordance with the changes of place and time. In Madrasah Education System, religious education and worldly education are not considered to be separated from each other; rather these two are complementary to each other.

4.1.3.1 Definition

Madrasah is derived from the Arabic word 'darsun' meaning lesson, a Muslim educational institution, a centre for studies, teaching, research etc. In its popular usage, the term stands for

an institution specializing in the teaching of the Arabic language and Islamic studies. The primary stage of madrasah is called Maktab or Nurani Madrasah or Furqania Madrasah ('Furqan' is derived from Al-Furqan). The primary education centers giving lessons on reading and reciting the Holy Quran is known as Darse Quran. Usually the local mosques serve as the centers for primary education for boys and girls of nearby Muslim families. The imams and muazzins of local mosques work as teachers.

4.1.3.2 Objectives

The main objectives of Madrasah Education System are to nourish and develop the learners' physical, mental, social, spiritual, moral and humanitarian qualities. Its objective is also to instil firm faith on Almighty Allah and His Prophet (Sm.) in the students' mind so that this can act as a source of inspiration in his whole thinking and action.

The objective of Madrasah Education is to make the students real servants and protectors of Islam. They are so prepared that they become well-versed in Islamic ideology and fundamental principles of Islam, possess firm and dependable character based on those principles and take initiative in reflecting and developing the ideology and fundamental principles in every sphere of life.

4.1.3.3 Importance

Madrasah education started from the first word of the divine revelation, *iqra* or 'read'. The first schooling of madrasah education started at the house of Zaid-Ibn-Akram in the valley of the Safa Hills, where the Prophet (SM.) himself worked as a teacher and some of his early followers became his students. After *hijra*, a madrasah, namely the Madrasah Ahle-Suffa was established on a site adjacent to the east of Prophet's mosque at Medina. Ubada-Ibn-Samit was the teacher there. Abu Huraira Muaz-Ibn Jabal (R.) and Abu Zar Gifari (R.) were among the students. The syllabuses of early madrasahs included the Qur'an, hadith, farayez, primary healthcare, genetic science, and *tajwid*. In addition, horse riding, war skills, calligraphy and physical exercise were also included. The first phase of madrasah education continued for about 100 years from the day of *nubuwwat* to the end of the rule of the Umayya dynasty.

4.1.3.4 Present Scenario of Madrasah Education in Bangladesh

The present system of Madrasah education in Bangladesh was first introduced with the establishment of Calcutta Madrasah in 1780. The Madrasah was established aiming at extending Islamic education for the Muslims and also producing loyal civil servants especially for handling judicial affairs in Muslim law in the court. In 1835 English System of Education was introduced in this country and in 1837 the language of the court became English in lieu of Persian which lessened the importance of Madrasah education vis-à-vis

production of government servants. Still the system of education continued progressively as the Muslims responded to the system and many Madrasahs grew up in this sub-continent at the private initiative. Since Calcutta University Project (1857) did not include madrasahs within the University system of education a separate parallel madrasah system up to tertiary level grew up and government accepted this system by establishing some madrasahs and also by recognizing madrasahs established in the private sector.

In the early 20th century, the education system of the Calcutta Madrasah underwent reforms. As a result 'New Scheme' Madrasah was evolved with the introduction of Urdu, Bengali, Arabic, Mathematics, History, Geography, English, Drawings, Hand-works, Physical exercises etc., in the curriculum of Madrasah education along with religious education. And the Islamic Intermediate level was introduced in those Madrasahs to provide a preparatory stage for the university education. According to the East Bengal Education Committee (Akram Khan Committee) of 1952 all Madrasahs and Islamic Intermediate level were transformed into Secondary Schools and General Intermediate Colleges respectively.

The present system of Madrasah Education is a parallel system with the general education system, which offers Islamic instructions to Muslim boys and girls. The Madrasah has the following stages:

SL. No.	Stages	Equivalent level	Duration
i)	Ebtedayee	Primary	5 years
ii)	Dakhil	Secondary	5 years
iii)	Alim	Higher Secondary	2 years
iv)	Fazil	Bachelor's Degree	2 years
V)	Kamil	Master's Degree	2 years

Source: Bangladesh Educational Statistic -2006

i) Ebtedayee

Ebtedayee is equivalent to a five-year primary level education in Madrasah system. Parallel to primary Ebtedayee Madrasahs are now functioning in Bangladesh. All of them have been established under private initiative and Madrasah Education Board only accords registration to them and introduces necessary curricula and syllabuses. Government has incorporated all these Madrasahs all compulsory program of equivalent levels since the course contents are very close to each other.

ii) Dakhil

At the level of Dakhil, the courses are of 5 (five) year duration after Ebtedayee. At the end of this stage a public examination is held under the auspices of the Bangladesh Madrasah

Education Board. Certificates are given by the Board to the successful candidates. Students of this level can sit for the examination in any one of the four groups as listed below:

- a) Dakhil General Group
- b) Dakhil Science Group
- c) Dakhil Tazbid Group
- d) Dakhil Hifzul Quran Group

Marks distribution of these groups of examination may be seen in the Annexure *H'. Examination process is the same as SSC and equivalence has been established Dakhil with SSC.

iii) Alim

At the Alim level the duration of the course is of two years after Dakhil. At the end of this course of studies a public examination is held under the auspices of the Bangladesh Madrasah Education Board. Successful candidates are given certificates by the Board. There are three streams in the Alim level of education as mentioned below:

- 1) Alim General
- 2) Alim Science and
- 3) Alim Tajbid.

Details of the course contents, marks distribution by subjects may be seen in the Annexure 'H'. Alim is equivalent to HSC.

iv) Fazil

After Alim, students can pursue madrasah education in the Fazil level, which is of 3 (Three) year duration. The Government of Bangladesh has given importance to Madrasah education raising the status of Fazil level to the Bachelor degree level of General education. The course contents and marks distribution at this level of examination may be seen in the Annexure 'H'. Fazil is equivalent to the first university degree.

v) Kamil Madrasah

After completing the Fazil, students can pursue the Kamil course of studies in Kamil madrasahs of the country. There are four groups in Kamil courses, viz.; 1) Kamil Hadis Group. 2) Kamil Fiqh Group, 3) Kamil Tafsir Group and 4) Kamil Adab Group. The details of the course contents, subjects taught and marks distribution in the examination may be seen in the Annexure 'H'. Kamil is equivalent to Master's degree. In fact, all the Dakhil, Alim, Fazil and Kamil Madrasahs begin from Ebtedayee courses.

vi) Other Types of Madrasah Education

Besides, the public system of Madrasah Education, there is a good number of private institutions of other traditional Islamic teachings for the Muslims. These are known as the

Forquania Madrasah, Hafizia Madrasah and Quawmi or Nizami Madrasah. Forquania Madrasah offer basic education (maximum 4 years) on Islam including Arabic language, Quran Recitation, elementary Bengali language and simple arithmetic. Hafizia Madrasah is exclusively meant for 'Hifz' or memorizing the entire Quran. Children of the earliest possible age-group join these institutions. Mostly these institutions are residential and attached to a Mosque. 'Maktab' is another type of Mosque based institution, which serves as 'feeder' schools for Primary and Ebtedayee Madrasahs, Pre-primary and elementary religious courses along which simple Bangla and arithmetic are taught in these institutions.

Quawmi or Nizami Madrasahs arrange their academic programs according to grades of one year each beginning from Grade I to Grade XIV. The grades are named in Arabic. The final grade is called Daurah. Certificates are awarded to the students after successful completion of the 'Daurah' class. Further more, specialized higher course of 2/3 years duration are also conducted in some of the Quawmi Madrasahs. These types of institutions are still growing up under community patronage having little connection with the government as it was during the British period termed as 'Khariji' or outside the purview of the government patronage. Government of Bangladesh is now considering to give recognition this system, its contribution towards producing Islamic scholars and religious leaders. 'Hafiz' 'Quari' and functionally literate people imbued with moral values and ideals of Islam can hardly be over emphasized institution functioning as the highest seat of Islamic learning attracting foreign students to pursue Islamic studies and research. Recently, these madrasahs have been organised under the umbrella of a private Board known as "Befaul Madaris" or Quawmi Madrasah Education Board situated at Faridabad Madrasah Complex in Dhaka. This Board constitutes curriculum and syllabus, prescribes and publishes books and conducts examinations of various stages of all the Madrasahs affiliated to the Board and awards certificates and degrees. Most of these Madrasahs are residential and in many cases free-boarding and lodging for the teachers and students are arranged.

4.1.3.4.1 Statistics

Sl. No.	Types of institution	No. of instn.	No. of Teachers		No. of Students	
			Total	Female	Total	Female
15	Non-govt. Dakhil Madrasah	6,685	98,123	9,908	22,36,025	11,70,220
16	Non-govt. Alim Madrasah	1,315	25,634	1,803	5,50,813	2,53,207
17	Non-govt. Fazil Madrasah	1,039	23,336	1,342	5,29,952	1,97,316
18	Govt. Kamil Madrasah	3	82	6	2,873	35
19	Non-govt. Kamil Madrasah	172	4,874	177	1,36,431	27,922
	Total): (Dakhil to Kamil)	9,215	1,51,967	13,230	34,53,221	16,48,665

Table 4.1.3.4.1: Statistics on madrasah education in Bangladesh

4.1.3.4.2 Curriculum

Subjects taught in the Ebtedayee level are to focus mainly on the study of the Holy Quran, Arabic, Bangla, Science, Mathematics and other related subjects, so that the students can pursue education in the general stream as well. The curriculum structure of Dhakil, Alim, Fazil and Kamil level is shown in Annexure-C. There is no separate organization to develop the curricula for Madrasah education as we find in the general education; Bangladesh Madrasah Education Board (BMEB) is responsible for these activities.

4.1.3.4.3 Examination System and Scholarship

Class-wise annual examination is held and promotion to next higher class is given if a student gets minimum pass marks up to class IX. The academic programme is intended to be terminal at the end of class X, XII, XIV and XVI, where the students appear at the public examination called Dhakil, Alim, Fazil and Kamil examination respectively. But primarily, the programme is directed to the preparation of the students for entrance into the next stage. The examination is conducted every year by the Bangladesh Madrasah Education Board (BMEB). The result of Dhakil & Alim examinations are being converted into letter grades viz, A+, A, A-, B, C, D & F. The ranges of marks for these grades are 80-100, 70-79, 60-69, 50-59, 40-49, 33-39, 0-32 respectively and the corresponding grade points are 5.00, 4.00, 3.50, 3.00, 2.00, 1.00 & 0.00. But the result of Fazil & Kamil examinations is not converted into letter grades.

Marks obtained (out of 100)	Letter Grade	Grade point (5 Point Scale)
80% and above	A+	5.0
70% to less than 79%	A	4.00
60% to less than 69%	A-	3.50
50% to less than 59%	B	3.00
40% to less than 49%	C	2.00
33% to less than 39%	D	1.00
0% to less than 32%	F	0.00
	W	Withdrawal

There is also a system of conducting Ebtedayee Scholarship Examination at the end of class V and senior scholarship at the end of class VIII. Merit Scholarships are also awarded by the Board to the successful students.

4.1.3.4.3.4 Administration and Management

The Madrasah Education is administered by the Directorate of Secondary and Higher Education (DSHE) headed by The Director General. The directorate has 9 Regional Offices

headed by the regional Deputy Director and 64 District Offices in each district headed by the District Education Officer. Each Upazila, there is also an Upazila Secondary Education Office headed by The Upazila Secondary Education Officer (USEO). Through The direct supervision of the regional Deputy Director at the district level, the District Education Officers the (DEO) and at the Upazila level, the Upazila Secondary Education Officers (USEO) are vested with the responsibilities of supervision, control and management of Dakhil level of education only. Alim level institutions are directly administrated by DSHE. Now the academic matter is controlled by Kushtia Islamic University.

The affiliation or recognition of Madrasahs is given by Bangladesh Madrasah Education Board (BMEB) on the basis of location of administrative control. To run the institution smoothly, they give recognition to Madrasah Management Committee (MMC)/Governing Body (GB). They give registration to the students of in order IX, XI, XIII and XV classes to allow them to appear at the examination Dakhil, Alim, Fazil and Kamil respectively suited for them.

The teachers & employees of Madrasah get financial supports from the Government after full-filling the requisite conditions for Monthly Pay Order (MPO.) on regular basis. The rate of subvention is the same as any other non-government institution. The girls students of Secondary Madrasahs located at other than City Corporation/ Metropolitan City have been enjoying full free studentship, in addition, they are enjoying stipend from the government program in the name of Female Stipend Program. To enjoy these girls stipend, each student has to fulfill the following three conditions as mentioned here:

- i) To have minimum 75% attendance in the class.
- ii) To secure minimum 45% marks in each examination and
- iii) To remain unmarried.

4.1.3.4.5 Organization and Management

In case of Madrasah Education, there are only three Madrasahs managed by the Government, and all others are being run privately and management by the Madrasah Management Committee (MMC)/ Governing Body (GB) following the rules of Bangladesh Madrasah Education Board (BMEB). MMC /GB are mainly operational in case of privately managed Madrasah. The Head of the institution acts as the member-secretary to the committee.

4.1.4 Higher Education

For higher education, it is essential to frame a uniform policy, which should be development and welfare oriented and specific target-based. The aim of higher education should be and to

cultivate and invent knowledge and build up skilled manpower. All arrangements for higher education need to be determined in the light of historical outlook, its sequential changes, historical background and our problems and reality. In this context, as the socio-economic perspective is important, so is needed the acquisition of knowledge and theory. The right of freedom and autonomy is indispensable for the institutions of higher education including universities. At present, the specialists engaged in the acquisition and cultivation of knowledge is continuously narrowing their fields of cultivation in order to attain the depth in the specific area of pursuit. As a result, division is taking place in the field of knowledge. On the other hand, an opposite trend is also visible and that is increased mutual dependence of one branch of knowledge upon the other. Consequently, Science and Technology, Sociology, Literature, Art, Economics and other sciences are getting interdependent on each other. Moreover, invention of new technology, newer and newer scientific inventions and discoveries and marvellous realizations about the universe are being added. In this context, the necessity for coordination surpassing all the divisions and differences in the world of knowledge cannot be denied. As a result, the existing higher education system is not capable of meeting the demands of an independent country like Bangladesh. Therefore, total arrangement for our higher education needs restructuring.

4.1.4.1 Definition

Higher education is the next stage of secondary education and the last stage of education. The role of higher education is to prefer competent knowledgeable and far-sighted people for assuming various higher responsibilities, to create such an educated group who are expected to have the attachment to work, love for learning, freedom of thought, a sense of fairness and the humanitarian instinct. If these virtues are developed in them, they will help to open up new horizons of knowledge through research and to analyze economic problems and indicate their solutions.

4.1.4.2 Objectives

- Gradual expansion of the horizon of knowledge through untiring cultivation of and various researches.
- Building up competent citizens to render leadership in all walks of national life.
- To turn the unskilled and inactive population of the country into active human resources according to the demand of the present time and society.

In order to implement the above mentioned objectives, the principles of higher education should ensure the following feature:

- Fully secular and non-communal, liberal, humanitarian, progressive and thoroughly far-sighted.

- Guarantor of free reasoning and promoter of independent thinking.
- Absolutely society-oriented, that is, active in identifying the problems of society and solving them properly.
- Champion of time serving development and progress of both the national and global levels.
- Commitment to bringing an end to the ever increasing detachment of society from higher education
- Provision for developing the standard of teaching and research.

4.1.4.3 Importance

In our practical life and job market, the importance of higher education can be ignored no how. The progress and development of a modern society depends to a large extent on the nature and standard of higher education, to create competent knowledgeable and far sighted people. Higher education acts as the only factor to open up new horizons knowledge through research. It also helps to analyze economical problems and indicate their solutions. To extend the scope of educational courses, to provide for instruction & training for a large number of pupils, to raise the standard of education and to, maintain it higher education is a must, it creates awareness among the truly educated about the importance of tireless pursuit of knowledge and activity. On uninterrupted acquisition of learning of active effort, a sense of justice, freedom of thoughts etc are completely based on higher education. Higher education also helps in setting the goal for and formulating national planning through practical application of knowledge for solving the everyday problems of life. The importance of higher education can be stated, in brief, that higher education plays a crucial role in the acquisition of learning and in the formation of character.

4.1.4.4 Present Scenario of Higher Education in Bangladesh

After passing the Higher Secondary Certificate (HSC) examination or equivalent, students can pursue in accordance with their ability and aptitude for higher education in Bachelor of Degree Pass / Honours courses (3 years for Pass and 4 years for Honours) in the degree colleges or in the universities, followed by the Masters Degree courses of one- year duration for an Honours Bachelors Degree holder. Duration of Masters Degree is two years for the candidates having Bachelor degree (pass). The total duration of education from the primary to the highest level counts up therefore, to $5+5+2+ (3/4 + 2/1) = 17$ years in the general education system.

Class	Years
1. Primary	5
2. Secondary	5
3. Higher Secondary	2
4. Bachelor Degree of Pass / Honours	3/4
5. Masters Degree	2/1
Total	17

Generally the Universities (both Public and Private) are offering higher education with the prior approval of the University of Grants Commission (UGC). The subjects of Higher Education are selected by the UGC both for Graduation and Post Graduation levels. But there is some diversity of courses in case of Public and Private Universities. Higher Education is also offered in different colleges. Some colleges offer only up to Honours courses; some are offering both up to Honours & Masters', whereas some colleges offer only up to Masters without providing Honours level courses. M. Phil. and Ph.D. courses in selected subjects are also offered in the Universities. The minimum duration of studies for M. Phil degree is 2 years and that of Ph. D. is of 3 years after obtaining Masters Degree but not more than 6 years. All the Universities follow either course system or semester system in examinations. Bangladesh Open University (BOU) also has been continuing degree (pass) programmes on B.A. and B.S.S. through distance education. There are six semesters in the degree level.

4.1.4.4.1 Statistics

Sl. No.	Types of institutions	No. of instn.	No. of Teachers		No. of Students	
			Total	Female	Total	Female
1	Public University	24	6921	1085	116367	29475
2	Private University	54	5638	798	88669	20621
3	Non-govt. Intermediate College	1165	25466	4577	193751	89585
4	Govt. Degree College	139	3910	611	115896	49873
5	Non-govt. Degree College	1048	41401	7175	511995	207908
6	Govt. Degree Honours College	41	1860	329	68442	26000
7	Non-Govt. Degree Honours College	20	898	156	23191	8496
8	Govt. Masters College	61	5003	1477	321473	122382
9	Non-Govt. Masters College	28	1921	591	65020	29223
10	Total (College Education):	2580	93018	16799	1504804	583563

Table 4.1.4.4.1: Statistics on higher education in Bangladesh

4.1.4.4.2 Examination System and Scholarship

- a) In case of Universities (Public and Private) there is an examination wing headed by the Controller of Examinations, who is responsible for controlling, evaluating and publishing the respective final results. All the universities have introduced Letter Grade system for evaluating the examination scripts according to decisions made by the UGC. The system of letter grade is given below.

Range of marks	Letter grade	Grade point
Mark > 80	4	A+
$76 \leq \text{Mark} < 80$	3.75	A
$71 \leq \text{Mark} < 75$	3.50	A-
$66 \leq \text{Mark} < 70$	3.25	B+
$61 \leq \text{Mark} < 65$	3.00	B
$56 \leq \text{Mark} < 60$	2.75	B-
$51 \leq \text{Mark} < 55$	2.50	C+
$46 \leq \text{Mark} < 50$	2.25	C
$41 \leq \text{Mark} < 45$	2	D
Mark ≤ 40	0	F

Source: Education System of Bangladesh -2007, BANBEIS, Ministry of Education

- b) In case of higher level of general education, which is held in the colleges and institutes, the National University is responsible for conducting, evaluating and finally publishing the examination results. In the existing system the degrees are awarded by National University (NU) categorizing into 1st Class, 2nd Class and 3rd Class on the basis of securing 60%, 45% and 33% marks respectively in the final examinations. But NU took the decision to introduce the letterhead grade system for evaluating the answer scripts in all types of examination from 2006-2007. It is noted that the letterhead-grading system is the same, which is followed by the universities as shown above.

4.1.4.4.3 Administration and Management

- a) The Universities do not deal directly with the government but with the University Grants Commission (UGC), which in turn deals with the government. The primary function of the UGC of Bangladesh is to protect and safeguard the academic and administrative autonomy of the universities, vis-à-vis the government. The UGC analyses the needs and demands of the universities and examines the various programs of the universities. For

general administration, Senate/Syndicate looks after public universities and Board of Governors/Academic councils for private universities.

- b) The Directorate of Secondary and Higher Education/The National University (NU) is over all responsible for implementing the policy and planning purpose as directed by the Ministry of Education. These organizations are also responsible for academic affairs, supervision, control, administration, and salary disbursement of Non-Government institutions. Also there is a local administration for non-government institution named Governing Body (GB). Head of the institution is the Member Secretary of GB (Ex-officio) and chairman nominated by NU among the educationalist or distinguished persons of the society.

4.1.5 Technical and Vocational Education

Skilled manpower is the key to national development. The new inventions and innovations of science and technology have brought about rapid changes in the development of techniques throughout the world. The developing countries are facing unequal competitions adverse situations in business, transportation, marketing of products, export of skilled manpower and communication in the open market economy. In this situation of unequal competition, we, as a developing nation, should attach maximum importance to the mission of turning our huge human resources into skilled manpower through the use and expansion of vocational, technological and science education in order to increase the dignity of physical labour and create opportunities for economic development.

4.1.5.1 Definition

Vocational and Technical Education are designed to provide opportunities so that they can the students to acquire skills for their future employments. Vocational education is available for providing orientation to the secondary school graduates and skill development through formal and non-formal programs.

4.1.5.2 Objectives

One of the main aims and objectives of vocational education is to make the pupils practical-oriented and self-reliant so that they can employ themselves and earn their living independently.

4.1.5.3 Importance

The importance of vocational education is, today, universally acknowledged. The pupils learning vocational skills can easily enter their professional careers as skilled workers through the practical application of vocational education. Skilled man power which is the key to national development is fully dependent on the perfect vocational education. In the age of

globalization, there is no alternative to development without having a skill of vocational education. The developed countries like Japan emphasizes on vocational education for the overall progress of the country, while the developing countries are always facing unequal and adverse competitions in business, transportation, marketing of products, export of skilled manpower and communication in the open market economy for the lack of adequately qualified vocational education. No country having a large population will be developed unless the population is turned into through the training of vocational education. No nation in the world can achieve any noteworthy progress in the fields of agriculture and industry and other productive and technical fields without the expansion, improvement of vocational education. It is impossible to ensure rapid economic development without receiving vocational education. Although vocational education is more expensive than general education, it brings success to go a long way to attain practical knowledge. In order to ensure rapid economic condition, rapid development, the importance of vocational education can not be neglected.

4.1.5.4 Present Scenario of Technical Education in Bangladesh

A national level survey reveals that 85%-94% of the labourers, who are engaged in skill based work, do not have the training, and at the same time 64% of the mid level supervisors engaged in technical work also do not have the training. Besides, the proportion of the professionals working at higher level is higher than that of the technicians working at mid level. These three kinds of situations existing in the job market are severely hampering the production in agriculture, industries and other service oriented activities. It is revealed in another survey that the income of foreign exchange is rapidly declining as a result of exporting large number of unskilled manpower.

The situation is not at all conducive to attain the productivity vis-à-vis the national growth rate of the country. To attain national growth rate and to face the challenges of the 21st century, arrangements should be made to equip people with vocational education and diploma holders in engineering and other technical education, in agriculture, business, industrial units and other production and service oriented activities.

The quality of vocational and technical education should be improved and this education should be extended in order to create skilled manpower for economic and social development of the country so as to solve the prevailing problems and generate future employment techniques by exporting skilled manpower.

4.1.5.4.1 Statistics

Sl No.	Types of institutions	No. of instn.	No. of Teachers		No. of Students	
			Total	Female	Total	Female
1	Govt. Polytechnic Institute	37	1189	166	17836	1648
2	Private Polytechnic Institute	97	465	0	9682	1278
3	Govt. Technical School & College	64	792	75	8548	1224
4	Govt. Commercial Institute	16	68	0	3683	790
5	Govt. Technical Training Centre	13	359	69	4867	473
6	Govt. Textile Institute	6	45	3	856	0
7	Govt. Textile Vocational Centre	28	331	26	5097	584
8	Govt. Agricultural Training Institute	12	112	5	7103	1403
9	Private Agricultural Training Institute	47	150	18	7285	430
10	SSC (Vocational) school (private)	1224	7511	1869	95458	30380
11	HSC (Business Management) Instt. (private)	1180	6120	975	79935	24309
12	Govt. Survey Institute	2	17	1	557	11
13	Govt. Graphic Arts Institute	1	16	0	255	20
14	Govt. Glass & Ceramic Institute	1	10	1	174	12
15	Total (Technical-vocational Education:	2728	17185	3208	241336	62562

Table 4.1.5.4.1: Statistics on technical education in Bangladesh

4.1.5.4.2 Curriculum

SSC (Voc), HSC (Voc), HSC (B.M.) courses:

The Technical School and Colleges (previously it was named as Vocational Training Institute) or courses attached to Schools. Colleges and Madrasahs offer Trade Courses of 2 year duration in the following Trades:

Name of Trade of SSC(Voc)	Name of Trade of HSC(VOC)	Name of Specialization HSC(BM)
1. Audio video system	1.Electrical Works and Maintenance	1.Computer operation
2. Agro Based Food	2.Clothing and Garments finishing	2.Secretarial Science
3. Automotive	3.Agro- Machinery	3.Accounting
4. Building Maintenance	4.Computer operation and Maintenance	4.Banking
5. Civil construction	5.Electronic control and communications 6-	5.Entrepreneurship
6. Computer		
7. Drafting(Civil)		
8.Drafting(Mechanical)		

9. Dress Making and Tailoring	Machine Tools Operations and Maintenance	
10. Farm Machinery	7. Automobile	
11. Fish culture and Breeding	8. Refrigeration and Air Conditioning	
12. Fruit and Vegetable cultivation		
13. Food processing and preservation		
14. General Mechanics		
15. General Electrical works		
16. Livestock Rearing and farming		

Each of the students of SSC (Voc) and HSC (BM) has to take a few subjects as compulsory (some are same as in the general education and some are especially for the technical education.) and one course as listed in the above table.

Diploma Courses:

Diploma Courses are offered through Polytechnic (Govt. & Non-Govt.) and Monotechnic institutes which are of 4-year duration. The fields of Diploma courses are as follows:

1. Diploma in Technical Education
2. Diploma in Vocation Education
3. Diploma in Engineering
4. Diploma in Textile Engineering
5. Diploma in Forestry
6. Diploma in Agriculture
7. Diploma in Animal Health and Production
8. Diploma in Medical Health Technology

It is noted that each Diploma Course consists of different Technologies except Diploma in Forestry, Diploma in Agriculture and Diploma in Animal Health and Production. Besides, the Institute of Marine Technology and Technical Training Centres (TTC) run by the Ministry of Manpower are affiliated to the Bangladesh Technical Education Board (BTEB) for academic purposes. Public examinations are held for various types of courses under the auspices of the Bangladesh Technical Education Board (BTEB) and diplomas and certificates are awarded by them. The Board has full academic control over the Technical and Vocational institutions.

There are also some private institutions under BTEB which offer different courses in different fields. Shatlipi (short hand) Academy of Dhaka and Badurpur Akbar Ali Khan Technical Institute of Comilla offer short courses for short hand & typing, two survey institutes one at Comilla and another at Rajshahi are managed by the respective District Councils, which offer overseer courses. There are also a sizeable number of private vocational and trade institutions at different places, registered by the Directorate of Technical Education (DTE) and affiliated to the Bangladesh Technical Education Board (BTEB) for academic, evaluation and certificate purpose.

Various types of Diploma courses are offered by the BTEB, which is administratively controlled by different ministries as shown bellows:

Names of courses	Name of the controlling ministry
1. Diploma in Technical Education	Ministry of Education
2. Diploma in Vocational Education	Ministry of Education
3. Diploma in Engineering	Ministry of Education
4. Diploma In Engineering (offset printing)	Ministry of Education
5. Diploma In Engg. (Graphic reproduction)	Ministry of Education
6. Diploma In Engg. (Glass & Ceramic)	Ministry of Education
7. Diploma in Commerce	Ministry of Education
8. Diploma in Agriculture	Ministry of Agriculture
9. Diploma in Engineering	Ministry of Defence
10. Diploma in Textile Engineering	Ministry of Textile & Jute
11. SSC (Textile Vocational)	Ministry of Textile & Jute
12. Diploma in Engineering (Forestry)	Ministry of Forestry & Environment
13. Diploma in Engineering (Forestry) in-Service	Ministry of Forestry & Environment
14. Diploma in Engineering (Marine)	Ministry of Labour & Manpower
15. Diploma in Engg. (Ship Building)	Ministry of Labour & Manpower
16. SSC (voc)	Ministry of Local Government, Rural
17. Diploma in Engineering (Surveying)	Development & cooperation
18. Certificate in Secretarial Science	Ministry of Women and Children

Source: *Education System of Bangladesh -2007, BANBEIS, Ministry Of Education.*

The curricular structure is designed for respective types of degrees of Technical & Vocational Education by the curriculum wing of Bangladesh Technical Education Board (BTEB) as well as NQTB. Diversification of the courses and curricula are introduced at classes IX and XI.

4.1.5.4.3 Examination System and Scholarship

All the examinations of technical and vocational education are conducted by the Bangladesh Technical Education Board (BTEB). In case of SSC (voc), HSC (voc) and HSC (BM), there are two terminal public examinations in each level. For SSC(voc) and HSC (voc) one public examination held at the end of class IX and another one at the end of class X, aggregating these two results BTEB publishes the results of SSC (voc). On the other hand in case of HSC(BM), it follows the semester system. The results of SSC (voc) and HSC (BM) examinations are being converted into letter grades viz., A+, A, A-, B, C, D & F. The ranges of marks for these grades are 80-100, 70-79, 60-69, 50-59, 40-49, 33-39, 0-32 respectively and the corresponding grade points are 5.00, 4.00, 3.50, 3.00, 2.00, 1.00 & 0.00.

In case of diploma course semester, the system has been introduced. The results of diploma examination are also published in letterhead grading system, which is the same as the grading system of universities.

4.1.6 Professional Education

The minimum requirement to get admitted into Teachers Training colleges (TTC) for Bachelor of Education course is minimum graduation degree. Generally, in-service teachers undertake this professional training course along with some unemployed graduates. There are different streams in professional education viz., i) Engineering and Technology ii) Agriculture, iii) Health, iv) Law, v) Library & Information Science etc.

4.1.6.1 Primary Level:

There is no primary level in professional education.

4.1.6.2 Secondary Level:

There are training institutes/schools in the country, which offer certificates and diploma at the secondary level. The National Computer Training and Research Academy (NCTRA) located at Bogra, offers two-year Diploma course in commerce equivalent to HSC. SSC passed candidates can get admission to these courses. It also offers courses of 3-month and 6-month duration courses. There are many professional institutes, which offer professional certificates in Marine Academy under the Shipping Corporation of Bangladesh.

4.1.6.3 Tertiary Level

At the tertiary level, there are law colleges, medical colleges, agriculture colleges, dental colleges and nursing colleges for professional education, which offer Bachelor Degrees. Also there is Institute of Chartered Accounts, Institute of Professional Management, Institute of

Bankers', Institute of Personnel Management, Bangladesh Institute of Management (BIM), Library Association of Bangladesh and similar other associations offer professional certificates, diploma and post-graduate diploma in different professions after having graduation from college and universities.

Sl. No.	Types of institutions	No. of instn.	No. of Teachers	No. of Students		
			Total	Female	Total	Female
1	Leather Technology College (Govt.)	1	15	3	435	38
2	Textile Technology College (Govt.)	1	31	2	628	39
3	Law College (Private)	70	625	8	17787	4927
4	Govt. Medical College	15	1218	240	11731	4692
5	Private Medical College	27	1037	123	6954	2384
6	Govt. Dental College	1	56	15	358	130
7	Private Dental College	8	198	40	782	312
8	Govt. Nursing College	1	18	18	252	216
9	Govt. Nursing Training Institute	39	232	159	3324	3160
10	Private Nursing Training Institute	5	29	24	515	498
11	Govt. Homeopathic College	1	27	5	486	178
12	Private Homeopathic College	29	442	62	14684	4002
13	Govt. Unani/ Ayurvedic College	2	32	2	312	65
14	Private Unani/ Ayurvedic College	14	124	20	1288	284
15	Private Art College	7	54	10	407	56
16	Music College	2	20	4	120	62
Total (Professional) Education:		223	4158	735	60063	21043

Source: *Education System of Bangladesh -2007, BANBEIS, Ministry Of Education.*

4.1.7 Other Education Systems

There are other types of education system prevailing in Bangladesh, they are:

4.1.7.1 Religious and Moral Education

One of the aims of education is to establish human, cultural and social values in every tier and sphere of individual and national life. Religious and moral education is one of the ways of achieving this aim.

The followers of every religion of the country have the right to learn their respective religions, acquire knowledge about rituals and ceremonies. Religious and moral education is imparted with this end in view.

4.1.7.2 Islamic Studies

In order to lead life according to the Islamic tenets and regulations, it is indispensable for every Muslim male/female to receive Islamic education and implement these in their day to day life. Islamic studies are compulsory up to secondary level for the Muslim students.

4.1.7.3 Hindu - Religious Studies

Bangladesh Sanskrit and Pali Board conducts 3-year course on Sanskrit & Pali and religious subjects. These subjects are Adhya in the first year, Madhya in the second year and Upadhi in the third year. Sanskrit language, Pourahitta, Smriti (Hindu law) etc. subjects are included in these courses.

Bangladesh Sanskrit and Pali Education Board is not an independent or autonomous organization. The Director General of the Directorate of Secondary and Higher Education by virtue of the post is the Chairman of Sanskrit and Pali Education Board and Management Parishad. Authorized by the Ministry of Education, the Chairman conducts all activities of the Board. An honorary member of the Management Parishad plays the role of Secretary. There are tols (schools for teaching Sanskrit), choupathies and colleges under the control of Bangladesh Sanskrit and Pali Education Board. The minimum requirement for admission these courses are SSC. After completion of 3-year course, one can get the title "Teertha". For each subject, the 3-year course Adhya, Madhya and Upadhi students need to complete separately.

4.1.7.4 Buddhist Religious Studies

The system of Buddhist religious studies and the Buddhist religious language Pali are almost similar to that of Hindu religious studies. There is 3-year title course in Pali and 'Bisharad' is offered in Pali instead of Teertha. Bangladesh Sanskrit and Pali Education Board conducts traditional the system. There are about a hundred of Pali Tolls in the country.

4.1.7.5 Christian Religious Education

To meet the religious education needs of the Christians in Bangladesh, there are Bible schools and intermediate seminaries, which enrol students in the SSC; there are also major seminaries and theological colleges, where students with HSC get admitted. The successful students are awarded both degrees Bachelor and Masters in Theology and Divinity. These are all run and managed by the Church bodies, which cater to the needs of different denominations of Christianity.

4.1.8 Conclusion

It is not possible to discuss every aspect of education of the country in details in this report. But BANBEIS finds it relevant to describe the salient features of the present education system of Bangladesh to provide a better understanding and appreciation of the system in the light of the coverage of the national education survey. This short description of the present structure of education system of Bangladesh hopefully provides the interested readers with the basic information about the existing pattern of education in Bangladesh.

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Chapter 5

Historical Development of Secondary School Library System in Bangladesh

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 - 5.6.7 Prof. M. Moniruzzaman Miah National Education Commission, 2003
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5.0 Introduction

The major incidents of the past give us a better view of the present. Development of secondary school library system has been a constant concern of all governments since the beginning of the present century. Secondary school library system has a long history of its developments. It was initiated and encouraged in this region by some outstanding developments, personalities and institutes since later half of the 19th century. This study presents a glimpse of past educational philosophy; efforts and writing on secondary school library system development with the hope that the lessons learnt will guide the future course of secondary school library system development in Bangladesh.

Since 1971, intensive secondary school library system development efforts through some development projects, such as Quadrat-e-Khuda Education Commission Report 1974, Mofiz Uddin Commission Report 1988 etc. have been made in Bangladesh. The major secondary program in Bangladesh was launched before its independence in 1971. Subsequently, all these efforts have under-gone substantial changes leaving behind some valuable lessons as a guide for the future strategies of secondary school library development in the country.

Hence, in order to propose the present study, it may be worthwhile to review the important features, success and limitations of secondary school library development program strategies in Bangladesh chronologically.

5.1 Analysis of Definition

Before explaining the historical development of secondary school library system in Bangladesh, it is essential to discuss about the definition analysis of some core concept, such as library, school, school library and secondary school library which are related with this study, and which have been used in different discussions in this study. Besides, the objectives, importance, functions and other related concepts have been highlighted.

With the changing concept in the new era of education after the independence of Bangladesh in 1971, the school library, as a repository of the all kinds of learning materials, has been recognized as a valuable instrument of formal agencies of education. Thus, in order to gather present and past scenario of secondary school library system in Bangladesh, it is described chronologically.

5.1.1 Library

A library is a collection of information, sources, resources and services. It is organized for use and maintained by a public body, an institution or, a private institution. In the traditional sense, a library is a collection of books.

The term 'library' is used for a collection of books and other literary materials which have been kept for reading, study and consultation. In another sense of the term, 'library' is used for a place, building, room or, rooms set apart for keeping and use of a collection of books, etc. A number of books issued by one publisher under a comprehensive title as the "Loeb Classical Library", and usually having some general characteristics such as subject, binding or typography.

Library refers to a collection of programs or routines that are used frequently by application programs or system programs. For example, if five users frequently use the same routine, such as a square root function, one copy of the routine is put into a "library" and accessed as required, instead of each user having to program a square root function, every time it is wanted.

Different organization & authors have given different definitions, of the library in their own ways.

Encyclopedia of Librarianship defines, "Library is a storehouse of information for dissemination of that information (knowledge)."

Encyclopedia Britannica defines "Library is a collection of written, printed or other graphic or visual materials (including films, photographs, tapes, phonograph records, video discs etc. microform and computer programs) organized and maintained for reading study and consolation."

ALA Glossary of Library and Information Science defines library as- "a collection of materials organized to provide physical, bibliographic 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."

International Organization for Standardization defines library as "Irrespective to the title, any organised collection of printed books and periodicals or, of any other graphic or, audio-visual materials, and the services of a staff to provide and facilitate the use of such materials as are required to meet the informative, research, educational or recreational needs of its users."

In view of the above statement, library is the centre for collection, preservation and dissemination of reading materials for users, who exercise them to increase their knowledge. The term "library" has itself acquired a secondary meaning: "a collection of useful materials for a common use," and in this sense, it is used in the fields such as computer science, mathematics, statistics, electronics and biology.

More recently, libraries are understood as extending beyond the physical walls of a building, by including material accessibility by electronic means, and by providing the assistance of librarians in navigating and analyzing tremendous amount of knowledge with a variety of digital tools.

Generally libraries are of four major types, such as Public Library, Academic Library, Special Library and National Library. In other words, libraries are of mainly two categories; the first category refers to general libraries, which serve users of all disciplines and subjects. Accordingly, such libraries acquire documents on all branches of knowledge. In the second category, there are special libraries which acquire documents keeping in view of the special needs of the specialists users of the library.

5.1.2 School

The term 'school' is essentially belonging to the centre of education. School is an institution that provides education. Most of the schools can be described as a building to which children regularly go in order to learn reading, writing, mathematics, science, social studies, and the like. But some types of schools are different from that basic description. Pupils converse with teachers by means of a talk-back radio system. This school of the air is not a building to which students go to learn, but it is a school. An infant school or, a nursery school has young children as pupils who may not study such subjects as reading, writing, and calculating. For instance, a good number of Australian children, who live on sheep stations far from any town, are given daily instructions at home by means of radios or televisions. Their teacher remains in a distant broadcasting studio.

According to the dictionary of education, "school is an organised group of pupils pursuing defined studies at defined levels and receiving instruction from one or more teachers, frequently with the addition of other employees and officers, such as a principal, various supervisors of instruction, and a staff or maintenance workers; usually housed in a single building or group of buildings."

Therefore, to understand what school means according to different people, it is helpful to answer the following six questions:

- a. What school levels usually make up the schooling ladder?
- b. In what different kinds of shifting does schooling take place around the world?
- c. What subjects are studied in schools?
- d. What sorts of supplies do different kinds of school use?
- e. What kinds of people work in schools?
- f. Who controls and pays school?

From the above discussion, the school may simply be defined as, an organization which is usually intended for teaching, reading, writing, arithmetic, geography, history and perhaps some religious knowledge under the direction of a principal or a Headmaster.

5.1.3 School Library

School library means a new world of spiritual and cultural adventure for the child; for the teacher it is untold increase in resources and power. It means for the school a new atmosphere of learning, a new vision of intellectual things. It means for the home elements of common interest and the development of the habit of reading for its aesthetic value alone. It means for the public library a growing clientele of intelligent patrons, unless the habit of reading is inculcated in the child at school, there would be little or no demand on the part of the adults for a public library.

School library is an organized collection of books housed in a school for the use of students and teachers, and in charge of a librarian or a teacher. The need for a school library arises from the nature of education itself, with its concern for the development of the whole personality. The school library serves many ends: enrichment of teaching by provision of illustrative background materials; instruction and practice in the use of books and of library; reference; extended reference (project and research work) development of pupils' personal interests; recreative reading. It also gives opportunity for the exercise of various administrative responsibilities.

The school library exists as part and parcel of the school programme. Its aim should be to promote the objectives of the school. The school education system comprises the educational institutes of primary schools, junior secondary high schools, secondary high schools and higher secondary schools. To do this, the staff of the library must understand fully the aims and aspirations of the school they are serving.

A school library can therefore bring together four main elements:

1. The resources,
2. The users, who are students and teaching staff,
3. The library staff and
4. The environment.

The resources of a school library comprise both the printed materials in the form of books and periodicals as well as non-book media such as audio-visuals, e.g., television sets, films, tape recorders, film projectors, sound equipments, radios, microfilm, microfiche and their readers. The users are mainly the students and teaching staff of that particular institution. In some

countries, particularly the developed, the use of a school library is extended to parents and people from the neighbouring communities. In age of a boarding school in a developing country, this may include family members of the institution's staff. In an attempt to provide a proper and effective service, the school library must be properly organised under the direction of a professional librarian. It is only a professional librarian who can interpret the objectives of a school considering the real situation. He is the person who holds the ultimate success of a school library. Lastly, the three elements must be placed in an ideal environment that is conducive to free interaction among the users, the staff and the resources.

According to Principal B.B Deshpande, "The school library is the soul, the core and the pivot around which the academic life in the school revolves."

B. S. Kesavan defines, "A school is the most strategic points in an instruction and it compensates for poor and bad teaching".

American writer Ruth Ann Davis says, "The school library is a force for educational excellence."

According to Dr. A. S. R. Ranganathan, "The result of modern re-thinking on education is to make the library the heart of the school, from which every activity in the school, radiates and by which it all gets irradiated."

According to Frances Henne, "Library would best present the 'new concept' of school librarianship which is the belief in the right of every boy and girl to have the pleasures, the understandings and the experiences that come from sharing the best in the recorded impressions and expressions of mankind."

According to Fargo, the library is also a "Social Laboratory," as no other part of the school can be. The importance of this role has been emphasized by her in the following words in her book 'The Library in the School', "The role of the school library in promoting good citizenship, and unity is important, in view of the emphasis of the present day education upon the development of the whole child. The library provides good materials in the matter of training for citizenship and materials on personality development. Social guidance program in the library helps the student to understand himself in relation to group organization and in respect of living in the home, in the school and in the community."

In the past, the library was regarded primarily as a source of recreational reading or supplementary reading, but now with the growing dissatisfaction with classroom teaching through text-books, the need for libraries in schools is felt to solve the problem of furnishing materials, required to be used by the more enterprising teachers in dynamic methods of teaching and to supply the need of a curriculum, which would promote individual growth and group interaction by the librarian pooling his knowledge of materials, child development and learning processes with that of the entire teaching staff. This brings the school library into the centre of the school, to serve “a definite purpose in view” and to make known the school librarianship as one of the specialized branches of a well recognized science of librarianship to render a distinct service in a school. It is no longer a luxury item in the school, but an essential tool in the teaching program.

5.1.4 Secondary School Library

Secondary school library means the secondary stage education related library. Secondary education is the preparatory stage of higher education. The learner’s knowledge of the use of the library and information or learning habit grows in this stage. Today, as it is clear from the recommendations of the Education Commission, the teacher must employ dynamic methods of teaching by which learning is accelerated and broadened by the use of many and varied devices and materials. In the modern secondary school, the child also takes his first lesson as human being. He develops such faculties as attention, criticism, coherent expression of meaning, awareness of beauty and moral values. Through self-effort and activity, the child has to develop an effective “art of study”, the child who is surrounded with good books of all kinds learns beyond the classroom routine, and through extensive reading is “able to develop judgment about books and to acquire standards of appreciation and taste.” This involves the training in the use of reference books, instructions or reading techniques and regular use of the secondary school library for acquiring knowledge. This brings into play the role of secondary school libraries as a “common literary laboratory for students of all ages and stages” and an indispensable agency for imparting real education through dynamic methods of teaching. This has resulted in change in the philosophy of school librarianship.

The modern tendency is to have a library in each secondary school and all the advantages of these libraries can be derived from open-access to the Library. Well-organized, adequately equipped and properly staffed ‘instructional material centers’ or main libraries are now considered essential to the type of educational program that extends beyond the textbook and the classroom. The secondary school library is now required to be closely integrated with a school’s educational program so that it can solve its needs the best and such devices are to be employed as will provide adequate library service to schools efficiently and economically.

This new philosophy of school librarianship cannot be accepted in all the secondary schools due to failure of teachers to assimilate the new teaching methods, overtaxing demand on the teacher's time, shortage of trained librarians for organizing and handling materials, lack of suitable accommodation for a library, lack of financial support and over-crowded conditions in schools, lack of understanding and inability to plan a library program. The success of the secondary school depends upon the administrator, the teacher and the teacher-librarian's making the library a functional part of the child's everyday experience and its supplying teachers with materials needed in the instructional program and for their own professional growth.

The services of the secondary school librarian extend into the classroom, working with each teacher in planning and carrying out projects or units of work and lending books generously to each child to satisfy his requirements. The librarian introduces materials related to the curriculum, encourages collateral reading, gives book talks, tells stories and gives instructions in the use of the library. The secondary library is a vital part of the educational opportunity of every pupil in the school. It is a powerful instrument of recreation, information and entertainment for the students. It is also a suitable forum for cultivation of civic, school and moral habits among the children.

Library is the mirror of civilization. As a social organization library is not only an index of the country standard of the overall cultural expansion but also the heart of the educational institution. In fact, the academic atmosphere of an educational institution cannot be denied for formal education or research, formulation of principles and programs and for receiving education

With a view to providing effective service to the child as well as to the teacher, the library must be organized as a cooperative venture of administrators, teachers and librarians and 'it should be literally and figuratively the hub of every educational institution and the librarian should be the guide, philosopher and friend of all its inhabitants'. Such as a secondary school library would become one of the significant forces in the use of dynamic methods for imparting education.

In view of modern secondary school library, if the secondary school library is staffed, equipped and organized in such a way so that it becomes a contributory factor in the learning processes of boys and girls, it can be said to serve the requirement of the educational philosophy of the particular school and solve the problem of teaching the use and enjoyment of books.

5.2 Objectives of Secondary School Libraries

The school library is a service agency as well as a teaching agency. As a service agency it functions to further the school objectives. It has no distinct subject matter, but provides materials for all subjects and all interests of pupils and teachers. It becomes increasingly effective as soon as teachers and pupils learn to use its resources and employ its service for their work. Through the library, books and other materials such as magazines, maps and audio-visual materials are distributed to individuals, groups and classes. As a teaching agency, the school library has a positive and active teaching function. It suggests all types of material for developing and expanding interests of the pupil. It stimulates new interests. The library cooperates with other agencies of instruction in helping pupils how to use libraries and their order, how to find information and how to study. The beauty, order and quiet of the library, the efficiency of its organization and the appeal of its materials invite the users to reading, make study attractive, carry on and increase the enthusiasm, zeal or motive started within its own walls or in the classroom or laboratory. The school library is also a reading centre, a place for enjoying books, for investigating problems, for study and for using all sorts of printed materials. It helps in developing in the child purposeful use of the leisure hours through receptive reading. It is one of the specific functions of the school library that it should acquire and display books and periodicals to satisfy the varying demands and interests of school children so that they develop in intellectual, artistic and practical pursuits outside the curriculum.

A school library is “an active force in the education process” and the educational aims and objectives of school library should be well understood and accepted by administrators and teachers. These are as follows:

1. To help the child acquire ‘reading habit’ and ‘self-study habit’;
2. To develop the ability in pupils to learn from books without a teacher;
3. To break down the rigid divisions which the school time-table often creates between different subjects;
4. To give civic and social training in observance of democratic principles;
5. To supply teachers with materials needed for their work and own professional growth;
6. To serve as a stepping stone for the use of all public library resources;
7. To create a lifelong liking and longing for new knowledge;
8. To re-emphasize the pedagogical principles of self-education at individual love of interests and abilities;
9. To help an individual to realize the full potentialities of his personality; and
10. To contribute to fulfill the educational aim of the school.

Among the above the mentioned objectives there are three core objectives as below:

1. To awaken and foster interests in reading so that children become familiar with books as sources of pleasure and information.
2. To help children to become independent in finding and selecting information relevant to a given job or to their interests and hobbies.
3. To encourage reading in new fields of interest, and extend reading in familiar fields.

5.3 Importance of Secondary School Libraries

The importance of a secondary school library in a school community cannot be denied or disputed. The library exists as a major support service which school programmes cannot avoid. A teacher, however, should be well versed and he may be least able to meet all that is stipulated in the school curriculum. The result is that much of the knowledge has to be obtained from other sources. The teacher cannot prepare his lessons for teaching and conduct research programs successfully without using the library. Pupils too, need the library to further their learning programs beyond the classroom boundaries. To realize this, both groups need not only a comprehensive library collection, representative of the needs of a cross-section of users, but also the services of qualified library staff to meet their growing and varying demands. The above and other arguments have come to accord that the library has a central role in the school program. It is, however, interesting to note that although authorities in the developed countries such as the United States and Australia have a high regard for school libraries, while the situation is far different in the Third World and Bangladesh is no exception to this.

Education plays the most important role for creating preened work force for a nation. The educated and trained work forces easily acquire new information and technology to apply them in new situations. In this respect the contents of education in Bangladesh need some modifications in the context and the present situation taking cognizance of rapidly changing stock of knowledge, particularly in the field of science and technology. More emphasis on scientific and technical education as has been the case during the recent years will go a long way in enlarging the technological base of economic development and laying foundation of knowledge based society. To supplement government efforts, there are needs for greater participation of the private sector, limonite and non-government Organizations.

5.6 Functions of Secondary School Libraries

Generally, the functions of a school library determine the role of that particular library user. In order to maintain the school fruitfully, a school library is required. Usually a school comprises the teachers, students and in some instances, non-academic staff. On some

occasions, the demands of users of school libraries are bound to find access to the collection of a school library as part of inter-library co-operation. This practice is to be encouraged among schools, as school libraries are not bound to be fully exhaustive in all areas of their coverage. In this connection, the functions of a school library can be described as follows:

5.4.1 Learning Programs

The school library is supposed to support the school curriculum by providing relevant materials to assist students in their learning programs. Current trends in school education show remarkable changes. The teacher is no longer the central figure in the educational process. Emphasis is now being placed on the pupils. The teacher is only supposed to guide the pupil in his endeavor to learn. In this regards Umbinal says: "School education is designed to enable pupils to learn how to learn. It would be unrealistic to expect pupils to learn all there is to learn within a few years of schooling. The supreme ideal to education is individualized learning. There is no better back-up tool for this situation than a good school library. The teacher merely acts as a guide and not an imparter of knowledge."

Since the school curriculum gives more emphasis on individualized learning than teaching, the school library has come to occupy a central position in the school. In order to make this possible, the school library needs to acquire comprehensive and up to date materials in all areas covered by the school curriculum. The collection must comprise both printed and non-printed materials.

5.4.2 Teaching Programs

A school library also supports the teaching programs for running the school, providing teachers with useful materials to assist them in preparing lessons. The lessons are based on the school's curriculum. The library has to support this function by acquiring and providing relevant materials. The materials, atlases, wall charts at one end, to the provision of audio-visual materials such as films, tapes and computer programs besides textbooks.

In order to assist the teaching programme, the school library will have to be kept fully abreast of all changes taking place in the school curriculum. To do this, the library will have to be represented in all crucial meetings pertaining to school programs. There will also be a need for teachers to maintain constant liaison with library personnel in an attempt to keep them fully aware of the teachers' needs so that the staff can endeavour to procure and organize resources before the lessons are prepared. As libraries cannot claim to be fully self-sufficient

in all areas of their coverage, some programs may perhaps require the acquisition of materials from other libraries on inter-library loan basis. Such co-operation between the two parties would ensure that this is done.

5.4.3 Information Centre

In addition to individualized learning, pupils also expect the library to provide them with materials and services for their general information. They expect to keep themselves update with all developments pertaining to current affairs, careers, sports and other areas of interests. Hence, the school library acts as an information center. To perform this function very effectively, the library needs to maintain an effective current awareness program.

5.4.4 Centre for Recreation

Among other functions, the library is supposed to support recreation. It is important to promote the use of library materials in connection with recreation because:

- a. The use of the library can result in pleasurable experiences and relaxation;
- b. Reading, listening and viewing skills can be practiced and developed;
- c. A grasp of the language and its use can be gained;
- d. Imagination can be exercised and developed;
- e. Access is provided to one's culture;
- f. Knowledge can be extended;
- g. Time can be fruitfully used;
- h. Valuable pioneering experience can be provided.

The use of the library and its resources will stimulate reading should not be confined only to passing examinations. Rather, it should be developed as a lifelong hobby. It should continue even when the student has achieved his ambition. In order to facilitate recreational use, the library should be started right from the beginning in a primary or pre-primary school. To achieve this, there is a need for a school library to provide materials which appeal to pupils. This would involve a wide range of materials starting from travels and adventures at one end, to fiction at the other end. Teachers and librarians should not simply blame pupils for not using the library. Rather they should endeavor to find out why pupils do not use the library. The problem may lie with the provision of materials which are not appealing to them. It is not only the provision of materials that may be the hindrance; the library will also have to ensure an effective user education program. The pupils' interest in the library has to be stimulated and there is simply no better solution than user education.

5.4.5 Research Programs

School authorities, particularly in developed countries, are constantly revising their teaching programs to ensure that they are in line with changing trends. Unlike in developing countries where teachers base their teachings from prescribed textbooks, teachers in the developed world do not necessarily take in all what is highlighted in school textbooks. Teachers are constantly involved in research programs and through these; new information is coming to light pertaining to the school curriculum.

5.4.6 Professional Development

The quality of teaching in any school does not only reflect the quality of teaching materials available in the school, but also the professional qualifications of teachers. In order to impress on the quality of teaching, therefore, there is a need to improve the professional qualities of the teachers concerned. The “talk and chalk” principles which were prevalent in Europe at the beginning of the century, for instance, have been replaced by individualized learning where the learner is the center of activities. This does, therefore, call for changing trends in teaching. But not all teachers have the time to attend in service programs during their spare time.

Teachers will, therefore, rely heavily on the services of the library for their professional development. To make this possible, the school library will have to maintain a relevant and comprehensive collection of materials on education. The collection will need to be regularly updated to reflect changing trends in education.

In addition to materials on education, the school library will be required to assist teachers who aspire to improve on their academic qualifications. This would not only mean providing materials to meet the academic interests of the pupils, but also maintaining an academic collection for teachers. A school library should not serve to meet the interests of pupils. Rather, it should represent the interests of the entire school community.

5.4.7 Current Awareness Programs

The school library is required to run current awareness service. This is where the pupils and teachers will turn to on all issues pertaining to current information. Above all, the library will have to maintain a record of teachers’ profiles so that any information should be received on a teacher’s profiles so that any information should be received on a teacher’s specialty is immediately brought in his attention.

Above all, a school library is supposed to evaluate its services from time to time to ensure that they respond to the needs of the users. As a school library exists to further the objectives of

the school, which maintains it, it is proper that its operations are well in line with the aims and aspirations of the parent body. To do this, the library staff needs to obtain constant feedback from the users on the suitability of the existing services. This information can be obtained by way of a library survey by sending out questionnaire to the users. It can also be done by interviews or by analysis. Any of these methods reveals some weaknesses in the library service, which in the long run can save a lot of money and time of the school.

School libraries like other libraries should be run on scientific lines. Their services should be able to justify the funds spent on them. The only way to do this is to evaluate their services by measuring the performance against objectives.

5.5 Historical Development of Secondary School Library System

Historically, school libraries as their college and university counterparts were created to provide custodial care for a school's collection of reference books. The earliest record of tax moneys being allocated to establish and support a library as a separate school facility predates the American Declaration of Independence by approximately 200 years ago. In Shrewsbury, England, an ordinance was passed in 1578 which stated that schools should include "a library and a galleries furnished with all manner of books, maps, spheres, instruments of astronomy and all other things apportioning to learning which may either be given to the schools or procure with school money."

The birth of America's school libraries cannot be assigned a definite date. Rather, these first school libraries were born unheralded in the earliest colonial times, when the teacher in the one-room placed the Bible, a chapbook, and the Bay Psalm Book on the corner of his desk. Benjamin Franklin as early as 1740 included a school library as a separate and distinct facility in his blueprint for an ideal academy. In 1744, the Penn Charter School in Philadelphia followed Franklin's advice and designated a specially designed room as its library. Despite Franklin's advice and the example set by the Penn Charter School, school libraries as separate entities did not come into existence until the middle of the 19th century.

5.5.1 British Period (1800-1947)

In the middle age of the indigenous education system evolved in the inclined subpart neat had a predominantly theological and philosophical approach, which alienated itself form the common people. It was the British, who introduced and implemented what is now known as the modern education system.

William Adam, in the education report, stresses the following points.

- Collection of district wise information on education
- Introducing textbooks in various mother tongues.
- Placement of an officer in every district to implement the education plan.
- Establishment of the normal school system and a system of training of teachers.
- Introduction of scholarships through competitive examinations.
- Encouraging the teaching profession by allocation of land as incentive.

The Wood's Education Dispatch of 1854 was a significant example of the efforts to modernize education system by the British rulers in region the region now comprising Bangladesh following its recommendation a Department of Public Instruction was established in 1855-56. The department was placed under the Director of Public Instruction and posts of inspectors were created. The dispatch also advocated for encouraging initiatives to establish private educational institutions.

Lord Curzon took some steps for expanding primary education. In 1910, Gopal Krishna Gokhale placed a bill in the law council for making primary education compulsory. The bill was, however, rejected in 1912. Later on, in 1919, a bill for making primary education compulsory in the municipal areas was passed. At the same time secondary school education was improving day by day. After the Second World War, the Sergeant Commission Report (1949), for the development of colloations was published. It was the first report recognized for preprimary, primary and secondary education. As the British rule eluded in 1947, the Sergeant Commission report remained unimplemented.

5.5.2 Pakistan Period (1947-1971)

In 1947, the Muslim majority areas of the Indian sub-continent constituted themselves into a separate sovereign state named Pakistan. Citizens of Pakistan (88 per cent Muslims) thought of themselves as Muslims before anything else.

Geographically, Pakistan was not a continuous block of land. It consisted of two provinces, East Pakistan and West Pakistan, separated from each other by over 1000 miles of Indian territory. The population of Pakistan in 1970 was 13 million; 70 million in East Pakistan and 60 million in West Pakistan. The increase in population is taking place at an alarming rate of over 2.5 percent annum. The density of population was East Pakistan (1150per square miles) in seven times than that of West Pakistan (170 per square mile). In several regions of West Pakistan the population was thinly scattered over vast areas.

Soon after partition, a restating to make primary education universal, compulsory and free was put forward at the National Education Conference (1947). In 1950, the Government announced the dissolution of the Zilla School Boards and handed over the management, control and administration of primary and secondary education to the District Primary Education Office. The former Districts Inspectors of schools were appointed as the chief executives under the control of the deputy commissioners. The East Bengal Educational System Reconstructions Committee (29th June, 1951) was the first secondary education system implementation committee. This committee recommended for the development of secondary school library. Their recommendation was;

“It is of utmost importance for the success of the reorganized secondary education, that, each school should have a good library for the use of pupils and teachers. This condition is so urgent that it should constitute an essential consideration in determining recognition of schools. The library should have the latest books on all subjects. In this connection it should also be emphasized that a big library is not necessarily a good library. What the schools require is a well-planned library, which is able to meet the peculiar needs of the school. This is another problem which will need systematic study.”

The services of a trained librarian have a strong bearing on the development, organization and use of the collection. The pilot scheme explicitly said that professional librarians will be employed in these schools. The survey indicated that only four schools had trained librarians. Other libraries (17 in number) were staffed with trained teachers who attended a one-week or a few weeks' workshop arranged by the Education Extension Centre, Lahore, or some other agency. The school authorities did not seem to realize this double wastage of manpower in not utilizing the skill for which those teachers were trained and in requiring them to work for a job of which they hardly knew enough.

Regular budgetary provision is an important factor in collection development. At present there are two sources for book funds. The Directorates of Education give grants to schools which vary from year to year depending on the amount available. In other words, none of the schools receive a recurring grant for book purchases. The only regular source of income for school libraries is the Student Union Fund 30% per cent of which can be incurred on the acquisition of magazines and newspapers. The information provided by the schools, however, suggests that this amount which comes to about 25 paisa per student in every school is not even fully utilized.

In September 1968, a meeting of experts on book development planning in Asia, organized by UNESCO in Singapore, recommended, “At least of the primary education budget and 2.1 per

cent of the secondary education budget be appropriated for school libraries.” Application of this recommendation on expenditure on the secondary level of education in Pakistan during 1965 reveals an interesting picture. In 1965, there were 8,816 educational institutions at the secondary level with an enrolment of 12,44,225. The recurring expenditure on this amount comes to Rs. 10,58,82,000.

Nineteen libraries indicated the extent of their collections which ranged from 1,400 to 14,000 volumes. The former school did not give the strength of its student population. The school, which had the next larger collection (1,668 volumes), provided 7.2 volumes per student. The school with the largest collection provided 9.2 volumes per student. If yearly growth of these three collections is calculated, it comes to 10,754 and 226 volumes respectively. The last two schools added approximately one volume for every five students during the year 1966-67. Proposal and formation of minimum standards alone does not guarantee library development. The acceptance of the library as an essential part of the school is the heart of the problem. It is said that success breeds success. If the educational authorities accept the needs and desirability of a school library, half the problem is solved.

Libraries in the primary schools of Pakistan were practically non-existent. Secondary libraries, though not entirely lacking, were in general, poorly stocked, poorly organized, and very little used. Scarcity of financial resources was the main problem. But this scarcity in itself did not justify the development of one and negligence of another aspect of educational process. Inadequate supply of juvenile literature in the local languages is sometimes advanced as another reason for underdeveloped school libraries. On the basis of relevant information available, I am inclined to think that this argument has been pushed to far. In 1965, the National Book Centre of Pakistan published a bibliography of children’s books in Urdu listing 1282 titles. This list includes only 55 direct translations from other languages. The Franklin Book Programs sponsored translation of 159 titles into Urdu for school and village libraries up to June 1969. The National Book Centre list, if brought up-to-date and made more comprehensive, can provide an adequate and fairly representative basic collection for school libraries in West Pakistan.

5.5.2.1 Secondary Education in Pakistan

There were 6,100 secondary schools in Pakistan (3,500 in East Pakistan and 2,600 in West Pakistan) in 1947. The number of secondary schools in 1970 stands at 11,100 (5,500 in East Pakistan and 5,600 in West Pakistan), the following table gives their split up into Middle/Junior High and High Schools:

Year	Category	Pakistan	East Pakistan	West Pakistan
1947	Middle/Junior High School	4,400	2,200	2,200
	High School	1,700	1,300	400
	Total	6,100	3,500	2,600
1970	Middle/Junior High School	5,500	2,000	3,500
	High School	5,600	3,500	2,100
	Total	11,100	5,500	5,600

Table 5.5.2.1: Number of Secondary Schools in Pakistan**Source: Pakistan Education Index & Central Bureau of Education 1959.*

There were 260 secondary schools for girls in East Pakistan in 1947. This number in 1970 reached at 700. The number of secondary schools for girls in West Pakistan showed a sharp increase during the period; from 210 in 1947 to 1,330 in 1970.

Statistics of secondary educational institutions, teacher and students 1950-2009

Year	No. of Institution	Number of teachers		Number of students	
		Total	Women	Total	Female
1950	3551	24047	880	517500	30200
1960	3053	23571	1268	531000	54400
1970	5794	52051	6832	1352700	249161
1980	8485	88351	8935	2405057	627045
1990	10448	122896	11880	2993730	1015745
1995	12012	140050	19436	5115461	2402784
2000	15720	174146	26290	7646885	4020237
2001	16166	183277	30196	7887010	4196097
2002	16562	186949	31311	8162134	4360778
2003	17386	206867	39580	8126362	4322568
2004	17737	214673	47255	7712281	909785
2006	18500	238158	48290	7398552	3868014
2007	18700	239431	48615	7419179	3876914
2009	18770	211649	50212	6840541	3648189

Table 5.5.2.1.1: Statistics of secondary educational institutions, teacher and students 1950-2009

Since 1947, there has been a substantial increase in the number of schools and student enrolment in Pakistan and Bangladesh. This growth, however, has had a limited effect on the literacy figures, which stands at 18.8 per cent (age 15 and above). The percentage of school-age children enrolled in schools and the dropout rate has a lot to do with this situation. Only 39% of the school-age children enter primary schools at the first grade but 27% complete the

fifth grade. A large number of those who complete the fifth grade discontinue their studies. The absence of libraries, both in and outside the schools, makes the situation worse. In such condition, the child neither acquires the reading habit at school nor maintains it after he has left it. Most of the children, who discontinue their formal education, relapse into illiteracy after a few years.

During the Second Five-Year Plan (1960-65), secondary schools were developed as pilot schools in Pakistan. These schools were created to serve as models in secondary education, especially ensuring the diversification curricula, upgraded methods of instruction and better laboratory and library facilities. The pilot scheme, among other useful concepts, accepted a well-organized and open-shelf library equipped with a trained librarian, as essential for quality education as a trained teacher. These schools hopefully claimed to have better libraries among the whole lot. In 1967, the Department of Library Science, University of the Punjab, Lahore, conducted a survey of West Pakistan pilot schools for development of library. On this question, twenty-one schools (91.3%) replied for positive. However, some of them did not answer all questions.

5.5.3 Bangladesh Period (1947-2008)

Bangladesh is still one of the developing countries of the third world with the estimated population of 14 Million into an area of 1,47,570 sq. km. In Bangladesh educational development has not been adequately achieved to meet actual demand. The overall literacy rate age 7 years + in Bangladesh for both sex 45.3, male 49.6 female 40.6 (Ref. Population Census 2001 BBS, Dhaka) and literacy rate (7+) both sex 61.3, male 65.9, Female 56.3 (Completed at least 1st grade & Library Rate) (Ref.2- pocket book on educational statistics-2006, BANBEIS, library of education, Aug-2006), literacy rate for (15+) both sex 50.5, male 53.9, female 40.8 (Population Census 2001 BBS, Dhaka). The number of illiterate men and women is increasing in the country owing to insufficient formal education, its rigidity (needs exp.) and mismanagement. It is necessary to arrange mass education and non-formal education to eradicate the illiteracy from the Country.

The gap of literacy rates between the urban and rural areas is very wide, 36.6% rural and 63.0% in urban areas. As a step towards increasing the literacy rate, universal primary education has been made compulsory. The Constitution of Bangladesh obligates the Government to adopt effective measures for (a) establishing a uniform, mass-oriented and universal system of education, and extending free and compulsory education to all children to such a stage as may be determined by law; (b) relating education to the needs of society and

producing properly trained and motivated human resources to serve those needs; and (c) removing illiteracy within such times as may be determined by law.

Secondary Education System of Bangladesh

Secondary education in Bangladesh consists of two main streams viz. general and madrasah. In addition to these, there are English medium schools in the cities and larger towns, which prepare students for external credentials such as the British O & A level examinations. Some English medium schools follow the national curriculum also. The English medium schools enrolls less than one percent of the students at the secondary level. There are also vocational and technical education courses on various studies beginning after grade eight. The present study is concerned with the secondary education, grades 6 to 10, in general schools which serve more than 93 percent of the students in these grades.

General secondary schools may be organized in different ways. Out of 18,500 secondary schools in 2006, there were 4,322 junior secondary schools teaching grades 6-8 only. The rest offered courses for grades 6 to 10 and a small number of them also taught higher secondary grades 11 & 12. The general pattern is that higher secondary grades are taught in separate institutions or in colleges offering an undergraduate program. This is a holdover from the past when secondary education ended at grade ten with matriculation examination and students then enrolled in intermediate colleges.

BANBEIS reports that in 2009, the 18,770 secondary schools (including junior schools teaching only grades 6-8) and 6,685 madrasahs enrolled respectively 8.2 million & 2.2 million students. This represented a gross enrolment rate of 57% for the secondary school age group of 11-15 years. Percentages of girls' enrolment were reported as 53.4% of total enrolment in general schools and 44.4% in madrasahs. Over 98 % of the secondary schools have been established with local initiatives and are managed by a local school managing committee. These non-government schools receive government subvention for 100% of teachers' salary and periodic block grants for construction, libraries and laboratories.

Only 317 schools are run by the government. Most non-government schools are coeducational; so are the madrasahs. The government schools are mostly either for boys or girls only. The madrasahs are also managed by local managing committees and receive government subvention.

5.5.3.1 Secondary School Library System

The stage of education after primary level and immediately preceding college education is known as secondary education. Secondary education is the second stage in educational

structure. Secondary education mainly caters for adolescents. The main aims of secondary school library system need to expand and consolidate the basic education given at the primary stage and to develop a progressive and honest personality committed to a purposeful and well balanced life.

There has been a great expansion of education since Bangladesh gained independence in 1971. At the same time, the growth of the libraries, especially in the educational institutions has not been coordinated and reached in a purposeful direction. The library movement in this country started with the establishment of Jessore, Rangpur, Barisal and Bogra public library, which were established in 1854. The Library movement was more formalized with the establishment of the Library Association of Bangladesh (LAB) in 1956.

Actually, education development and expansion in this territory began after the partition of 1947. In the British period, the education authority and community leaders encouraged to establish a library in each school. There were some zilla schools, which had libraries and private or aided schools, which were financially solvent, maintained libraries, without having any professional librarians.

In 1967, there were 7000 secondary schools, including 155 technical ones. Each such school was supposed to have a collection of books, which comprise its library. In East Pakistan, a development project named "Pilot Scheme" was taken by the then East Pakistan Education Extension Centre (now NAEM) for the development of 770 secondary schools, including the development of their libraries through providing training, finance, books, etc., under that scheme. On the other hand, the Govt. Secondary schools, especially Zilla Schools had a library with a post of librarian in each up to year of 1982. It is a matter of great regret that in 1983 the Enam Committee for reorganizing 'librarian' abolished the post of school librarian of govt. schools.

After the independence of Bangladesh, in reviewing the situation of school libraries, The Bangladesh Education Commission 1974 observed: 'In majority of the schools the library is scattered, most of the books being in the Headmaster's room. New books are mixed up with heaps of worm-eaten, and out of use. For want of space, books cannot be segregated. To write of obsolete books is not free from complications arising out of rules and procedure. The uncouth appearance of the scattered school library fails to arouse any interest in teachers and pupils.'

Although the commission suggested a number of valuable recommendations for establishing improved school library system in the country, but it was not implemented. In 1995, the Government created a post of Assistant Librarian at the status of Assistant Teacher for each secondary school, but yet it is not being implemented. At present, there are over 18,770 secondary schools/institutes in the country, having no library in the true sense.

5.5.3.2 Present Service Scenario of Secondary School Library System in Bangladesh

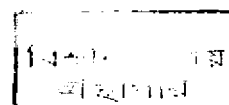
Education is the pivot through which the doors of all developments turn. It is the naval cord in the life of a nation. No nation in the true sense of the term can develop its economy by neglecting education. On the basis of demand of the constitution, national goals for secondary and higher education have been set up in different policies and Five Year Plans. Among main three levels of education system in Bangladesh, secondary education level is very much important because it can produce human resource, which turns into economic development of the country. Understanding the importance of secondary education present Government is taking positive steps to improve the quality of secondary education. As a result, over the last decade Bangladesh has achieved laudable progress toward poverty reduction. But still there are some problems and challenges in Secondary and Higher Secondary Education in Bangladesh.

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In Bangladesh, there are no libraries in 80,401 primary schools and among them 37,672 are managed by governments. Though some of them have books, which are mostly donated, they are kept in a corner of Headmaster's room without the provision of library facilities. Library in primary schools in Bangladesh is not yet to grow. There are 13,275 secondary high schools and 317 are government and 3,287 non-government junior secondary schools in the country. Every secondary school has 'library' only in name, not in a systematic organization.

Bangladesh is one of the developing countries in the third world. Over population, natural calamities, and corruption are the main impediments on the way of development. The foundation of education of our country is not strong for the lack of proper education policy. Since 1971, when the country achieved its independence, to present situation, there have been four education commissions and three supplementary education commissions. But no other commission except Dr. Quadrat-E-Khuda has made recommendations for the way of development of education completely. In 1996-2001 Govt. approved an Education policy for the country but later the Govt. abandoned policy.

Our education commission is proceeding by taking some educational proposals from previous commission reports. In line with the time, for getting recognition as secondary school there



are many conditions. Among them each school have possibly 2000 copy of must library books. But it is a matter of regret that, about 95% of the schools did not have the required number of books. At the time of recognition to the education boards, most of the schools borrow the same amount of books from a bookshop or a person or from the nearest educational institution for a certain period to fulfil the condition imposed by the boards.

As a result, the teachers of institutions are deprived of the library facility. Besides, the small numbers of institutions which have a little amount of books are kept in the headmaster's room or in the librarian's room. In spite of having willingness, the teachers are deprived of good service of a library. If any student wants to get any help from the librarian or the acting teacher, he has to face embarrassing situations. Not only that, he is also discouraged by the acting teacher. As a result the condition of library in Bangladesh is confined to written text.

Present picture of secondary school library, given by the Education Watch school survey report 2005, may be shown in the table below:

School type	Type of library facilities		
	Library with reading facilities	Some books in bookshelves	No library
Junior Secondary	3.3	83.3	13.3
Non-govt. secondary	20.9	74.6	4.6
Govt. secondary	56.7	33.3	10.0
School & college	56.7	43.3	0.0
Dakhil madrasah	5.9	93.2	0.8
Alim madrasah	16.7	83.3	0.0
All	15.0	80.0	5.0

Table 5.5.3.2: Library facilities in schools by school type

The majority of secondary schools in the country lack of library facilities. Only 15 percent schools had library with adequate books and reading facilities, 80 percent of the surveyed schools had some books in the bookshelves kept in the Headmaster's room or in the teachers' common room, and 5 percent of the schools had no library at all. The school & colleges (classes from VI-XII) were ahead of the others in providing library facilities to the students, followed respectively by the government schools, non-government schools, and the Alim madrasahs. Some libraries in the non-government schools were established with the support from NGOs, with the aim of serving both the school and the community.

The Survey conducted by BANBEIS in 2003 gives the following statistics on the library facilities:

Institution	Quantity	Number of text book	Number of others books	Average collection
Junior schools	3,854	10,73,966	15,85,647	690
Secondary schools	13,536	35,06,867	74,26,500	807
Dhakil madrashas	5,995	31,18,803	16,80,061	800
Alim madrashas	1,220	10,88,220	5,71,488	1,360
Fazil madrashas	1,030	15,67,606	5,25,006	2,128
Kamil madrashas	165	3,42,784	1,66,574	3,047
Intermediate colleges	1,360	9,49,058	11,93,498	1,575
Degree colleges	1,069	19,45,758	12,83,469	2,927

Table 5.5.3.2.1: Statistics on the library collection in educational institution

**Source: Education institution Survey, 2003, BANBEIS, Ministry of Education.*

5.5.3.3 Administration and Co-ordination System of School Libraries

Since there is no formal school library in Bangladesh, there is no school library association in the country. Recently some young professionals have organized a college library association in Bangladesh. The government of Bangladesh has not taken any initiative for the establishment and development of school libraries in the country. The National Library of Bangladesh is playing the role of a depository of nationally produced publications. It is not contributing to the development of libraries and librarianship in the country. So it remains very invisible, that who has the pioneer role in the school library development in the country: Library Association of Bangladesh (LAB) had taken few initiatives and arranged seminars/conferences for library movement, development of library education and librarianship in Bangladesh. Different Education Commission Reports also have strongly recommended and stressed for the establishment of libraries in every primary and secondary schools in the country. Unfortunately, the government has not taken any initiative to establish school libraries so far.

5.5.3.4 Major Problems of Secondary School Library in Bangladesh

In view of the above mentioned ideas, we can point out the major problems of secondary school libraries as follows:

- There is no separate national commission or, body for school library development in Bangladesh, who can suggest necessary steps for this purpose time to time. In the present age of information, the whole world has given priority to set up libraries in schools as

well as in the communities for creating reading habits of school children, whereas in Bangladesh most of the schools have no library at all.

- There is a lack of proper initiatives, efforts and plans to establish secondary school libraries by the Government. The government has not given any attention to establish school libraries. As a result, students and teachers are not library oriented.
- Different Education Commission Reports stressed to establish library in every secondary school of the country, but the government did not take any step to establish secondary school libraries in Bangladesh.
- Some of the non-government and English-medium schools have libraries; however, the concerned authorities are not giving proper attention to improve the facilities and services for students and teachers. Govt. has not yet fixed any salary structure (National Pay scale) for the librarians of the school libraries. It varies from one institution to another and even within the government departments.
- Lack of funds is the most common problem for purchasing books and other reading resources for school libraries in Bangladesh. Sometimes, the parent organization allots very limited funds after fulfilling all other conditions in the organization.
- Low professional status, poor working conditions and insufficient infrastructure facilities make the school librarians utterly depressed.

Thus the reality is, there are no proper system and adequate facilities of secondary school libraries in Bangladesh. A complete education policy is necessary for national development and for the creation of skilled manpower.

5.6 Education Commission and Secondary School Library System

Since independence, a good number of education commissions have been formed and many other interim education reports have been published by the Govt. in different periods for the reconstruction & reform of education. But no commission or committee has recommended anything for school librarians except the first Education Commission formed in 1974 (Dr. Md. Qudrat-E-Khuda Commission). The Commission has recommended for requisite staff as well as required facilities for each school library. Later on, almost all Commissions have agreed with the opinions set for the school libraries but made no fruitful step for its implementation.

5.6.1 Dr. Qudrat-E-Khuda, Bangladesh Education Commission Report, 1974

Bangladesh is one of the developing countries in the third world, which achieved its independence 1971 after a devastating battle of nine months and emerged as an independent nation in the world map. As a new nation the economical, political, cultural and social economic conditions were just like the other independence achieving countries. Nevertheless, after the completion of our constitution, the National Education Commission was formed on July 26, 1972 and named Dr Qudrat-E-Khuda, an eminent scientist & educationist of this sub-continent as the chairman. The aims of this commission were to remove the various defects and deficiencies of our prevailing education system to indicate a way as to how a wholesome nationhood can be achieved through the medium of education and to strengthen the country with modern knowledge. As Dr. Qudrat-E-Khuda was the chairman of the commission it was known as Qudrat-E-Khuda Shiksha Commission. In 1974 the Qudrat-E-Khuda education commission submitted an education report to the Government. The commission recommended the details about secondary school library system which gave secondary school library the top priority in the report. The main issues recommended by the commission were as follows:

The issue of secondary school library should be at least one thousand square feet, a separate library building, book shelf, floor condition, furniture, annual allotment, time duration, employee, quantitative standard etc. Although the reports, provided by the commission were ultramodern, it has not been implemented because of the unwillingness of the then government.

5.6.2 Abdul Baten, Kazi Zafar Ahmed, 1979

In 1975 after the change of government system of Bangladesh, a new education commission formed, which was headed by the then Education Minister Kazi Zafar Ahmed & the State Minister of Education, MA Abdul Baten, The then president of the country made a speech on the Education policy of Bangladesh in 1978 and following his policy 1979 Abdul Baten and Kazi Zafar Shiksha commission was formed. This commission proposed an internal education policy which included only primary, secondary, madrasa, vocational education etc. The policy discussed merely above mentioned education system in an abridged form. In which, we do not find secondary school library system.

5.6.3 Dr Abdul Mazid Khan, Education policy and Management (TV Speech)

Dr. Abdul Mazid Khan, Education Minister of Bangladesh did not make any education commission report, but he delivered a speech on “Education Policy and Management” in television, 1983. In his speech, he emphasized on education to build up advanced human resource and a developed nation. At the same time he also pointed out a survey where we find

nearly 56% students got admitted into primary schools. But most of them dropped out before appearing in class-II due to lack of proper nursing and supervision of the education. Although he says nothing about secondary school library system, he expounds the actual picture of an institution without having secondary school library. He also indicated about the lack of qualified teachers and corruption in education management system and so on.

5.6.4 Nuruddin Almasud, Bangladesh National Education Commission Report (Examination & Evaluation), 1987

The report supplemented by Nuruddin Almasud is a summary about the “examination system and evaluation” where he describes what the examination method should be and how it has to be evaluated. In his report we find no specific education system for inclusion of secondary school library. He only demonstrates about examination system and evaluation of the education system.

5.6.5 Mofiz Uddin Ahmad, Bangladesh National Education Commission, Report, 1988

In 1987, an education commission was newly formed by the Govt. in which Dr. Mofiz Uddin Ahmed was made the chairman of the commission and it was known as Mofiz Uddin education commission. Following the structure of ‘Dr. Qudrat-E-Khuda Shiksha commission; the commission made a perfect report about the education system of Bangladesh, where a specific concept of education was discussed. In this report secondary school library was named as the heart of an educational institution. Bangladesh education commission (1974) recommends developing secondary school libraries in all the education institutions of the country. The commission followed the principles of “Qudrat-E-Khuda Shiksha Commission” and recommended for the implementation of the so called size of school libraries, furniture, floor management, annual finance and so on. If these facilities are not available in secondary school libraries, it will affect the education system as a whole.

5.6.6 Prof. M. Shamsul Haque, National committee an Education Policy, 1997

A National Education Implementation Committee was formed in 1997 and Prof. Dr. Shamsul Haque was the Chairman. The commission describes the aims and purpose of education from personal and natural aspects. Education enlightens human beings morally and culturally. It helps the students to invent the internal treasures belonging to them. The report suggests that productive vocational education is necessary for changing the economical and social condition of a country. We come to know from the report in details about education system of our country. It includes primary, secondary, vocational and secondary school library systems etc. Library has been described in this report as the mirror knowledge and as a social institution; library is independent to determine the overall development of the country. The commission also describes the public library as the public University. The report also informs

us about the whole management of secondary school libraries and the role of them is to build up a developed nation. Besides this, some basic problems have also been indicated by the commission, which must be solved.

5.6.7 Prof. M. Moniruzzaman Miah, National Education Commission-2003

After the general election in 2001, the new Government constituted a committee, The National Education Commission 2003 and Prof. Dr. Mohammad Moniruzzaman Miah was the chairman. The committee made a report on the overall education system of Bangladesh. One of the recommendations described in the report is about secondary school library system in Bangladesh. 'We cannot imagine the concepts of educational institution without having a developed and complete library', says the committee. The reading habit of the student and the teacher is built up through the proper library system. The report informs us that there is no concrete development of secondary school library in our country. Although secondary school libraries play a vital role in the latter stage of the education system but the report said nothing about the development of school libraries. Prior to 1983 there was no secondary school library in our country. So the condition of school libraries is very much disappointing.

5.6.8 Prof. Kabir Chowdhury, National Professor. The National Education Policy 2009

The Education Policy that has been made in 2009 is known as the National Education Policy 2009. The chairman of this committee has been well known educationalist Prof. Kabir Chowdhury, National Professor. This policy has again reinforces on the issue of segregating the primary education upto grade eight and the secondary level from class nine to twelve. It is to be noted that after several recommendations of different education commission this part has not yet been implemented. For example the Quadrat-E-Khuda Commission, Mofizur rahman commission and such other commissions made strong recommendation to make the primary level of education from class 1 to class 8, the secondary level from class 9 to class 12 and then the higher education.

The National Education Policy 2009 has clearly defined the objectives of secondary education as well as on which part the government should give emphasis. Regarding Library, the policy has made the following objective: bring the library under digital system systematically a establishing a systematic supply of books in all level. The following recommendations are made by the policy

1. Establishing library in every school. As long as this process is not done, libraries should be established in the Upazila level and these libraries will play the role of the school library. These libraries will be digitalized in turn.
2. In secondary level schools and colleges developed and modern libraries are to be established, posts for librarians are to be created with handsome salary scale. Government to provide a yearly grant for the libraries. This will help the poor and outreach children to bring into the mainstream of education.

5.6.9 Analysis of the Education Commissions

In 1972 the Government formed an education commission headed by Dr. Quadrat-E-Khuda with a view to introducing a proper education system in the newly independent country,

Bangladesh, and in 1974 the report of this commission was submitted to the Government. In the report of the Qudrat-E-Khuda Education Commission, the emphasis was laid on the then socio-economic, political and cultural background of the country and the perspectives of the education system of the contemporary world were also taken into consideration. Basically, the report of this commission reflected the fundamentals of the constitution of Bangladesh.

It is obvious that the philosophy of education in any country of the world is influenced by the state policies. So the philosophy of education is subject to change. No exception has occurred in this case also. After the change of the Government in 1975, the four state principles were changed and the Constitution of Bangladesh was amended. Its influence was also manifested in our philosophy of education.

As some of the basic aims and objectives of education are universal and eternal, the aims and objectives stated in the report of the Qudrat-E-Khuda Education Commission, the structural stages of education and its fundamental guidelines as identified have not lost their utility even after long thirty nine years. Consequently, many aspects of the recommendations of the Qudrat-E-Khuda Education Commission are still congruous to the contemporary thoughts and acceptable as well.

Had there been no change in the political arena in 1975, we might have implemented the recommendations made by the Qudrat-E-Khuda Education Commission. But, if we observe consciously, we will see that much of the report of the Qudrat-E-Khuda Education Commission has, though partially, been implemented, and in the light of the recommendations of this commission a committee for developing national curriculum and syllabus was formed in 1976. In accordance with the recommendations of this committee, new curricula and syllabi at the primary and secondary levels have been developed. The elaborate changes in the curricula and syllabi of the secondary and higher secondary levels were also made in 1995, basically in the light of the recommendations of Qudrat-E-Khuda Education Commission. But it is true that the recommendations of Qudrat-E-Khuda Education Commission were not 'fully' implemented.

Since the publication of the Qudrat-E-Khuda Education Commission Report, six more complete education commissions were formed. In 1979 the reports of the Advisory Council for National Education Styled Interim Education Policy recommendations were published, and the reports of the Bangladesh Education Commission were brought to light in February 1988. This report came to be known as the report of the Mofiz Uddin Education Commission. No sincere efforts were made to implement the recommendations of these commissions. Besides, Prof. M. Shamsul Haq, National Committee on Education Policy 1997, Prof. M. Moniruzzaman Miah, National Education Commission 2003, Prof. Kabir Chowdhury,

National Professor, and The National Education Policy 2009 are also same. So, the National Education Policy of Bangladesh has been formulated for the first and last time through a wide participation of and exchange of views among different professional people including teachers, students, politicians and journalists of the country in a democratic form, though after quite a long span of time.

The education policy of a country reflects the long cherished traditions, culture, socio-religious and moral values of an independent and sovereign nation. So, the education policy generally reflects guidelines for creating a dutiful, morally lightened and humanitarian manpower. Hopes and aspirations of the people and the constitutional policies are manifested in the education policy. Some particular aims and objectives are, therefore, to be determined in accordance with the state constitution, for formulation of the National Education Policy consistent with contemporary pursuance of knowledge in the modern world with a view to creating skilled, patriotic, morally lightened, humanitarian and pious future generation who will uphold the ideals of Liberation War and have a scientific frame of mind.

5.7 Conclusion

The school library teaches the students how to use the card catalogues, to trace out information from reference books, to handle bibliographical tools and also to become acquainted with the system of borrowing books. These early lessons help them a great deal at the time of their prosecuting higher studies in colleges and universities. The libraries, which exist in these schools, cannot be called libraries in the strict sense of the term. Lack of space, inadequacy of books, and absence of a regular book budget and want of a trained librarian presents a very dismal picture of the most school libraries in Bangladesh. The collection includes books, old and outdated, and the tendency is to keep these books under lock and key in the almirah, scattered in the Headmaster's room, in the teachers' reading room and also in one small room meant for the library. Reference books and those of constant uses are in short supply. According to previous survey reports, the total collection of books about 770 developed schools varies from 1,200 to 3,000 volumes, whereas 75% of non-government schools have each on an average collection of 500 books only. There is no sufficient light in the room, nor is there any provision of cross ventilation. Organization of books according to modern systematic order and introduction of card catalogues are out of question.

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Chapter-6

Data Collection and Analysis

- 6.0 Introduction
- 6.1 Collection of Data
- 6.2 Analysis of Data
 - 6.2.1 Analysis of Data Collected from Institutes
 - 6.2.2 Analysis of Data Collected from Librarians
 - 6.2.3 Analysis of Data Collected from Teachers
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- 6.3 Conclusion

6.0 Introduction

The need for secondary school libraries in Bangladesh for the development of education system has been recognized for years and it is difficult to believe that there was a time when arguments against such provision were seriously advanced. Many scholars, at present, have recognized the importance of school library. The importance of library in our country is increasing in a rapid speed. It is recognized that the need for a school library arises from the nature of education itself, because it develops the whole personality. At the same time a school library embodies the very spirit of a school as well as service many ends, enrichment of teaching by provision of illustrative background, materials, instruction and practice in the use of books of a library. To implement the objectives and motives of the study several steps were taken with a view to collecting and presenting data. Data collection was classified into many types of questionnaires such as Institute, Librarians, and Teachers' Representatives, Students, Headmasters, Upazila Secondary Education Officers (USEO) and District Education Officers (DEO). The collected and analyzed data has been upheld here under.

6.1 Collection of Data

Collection and analysis of data are the most crucial aspect of a research work. Hence, it has considered an essential part of this research study. Reasonably, the researcher have prepared questionnaires, while planning for the preparation of the questionnaires the importance has been given to Institutes, Librarians, Teachers, Students, USEOs & DEOs. I have sent these questionnaires to 928 institutes and their Librarians, teachers' representatives and students. Out of which 602 headmasters and librarians, 288 teachers' representatives and 291 students

have responded. On the other hand, out of 64 DEOs and 464 USEOs only 40 DEOs and 225 USEOs have responded to the questionnaire.

Types of respondents	No. of questionnaires sent	Number of respondents	Percentage of response
Headmaster	928	602	64.9
Librarian/ library in charge	928	602	64.9
Teacher	928	288	31
Student	928	291	31.4
DEO	64	40	62.5
USEO	464	225	48.5
Total	4240	2048	48.3

Table 6.1: Distribution of questionnaires and number of respondents

Table 6.1 reveals that the population of headmasters, librarians, teachers and students are same but there are differences among the number of respondents. The percentage of respondents of headmasters and librarians are the same (64.9%), but the percentage of respondents among the teachers and students are low, which are 31% and 31.4% respectively. The reason behind this is probably that they are not being concerned about the secondary school library system or they have little interest in it.

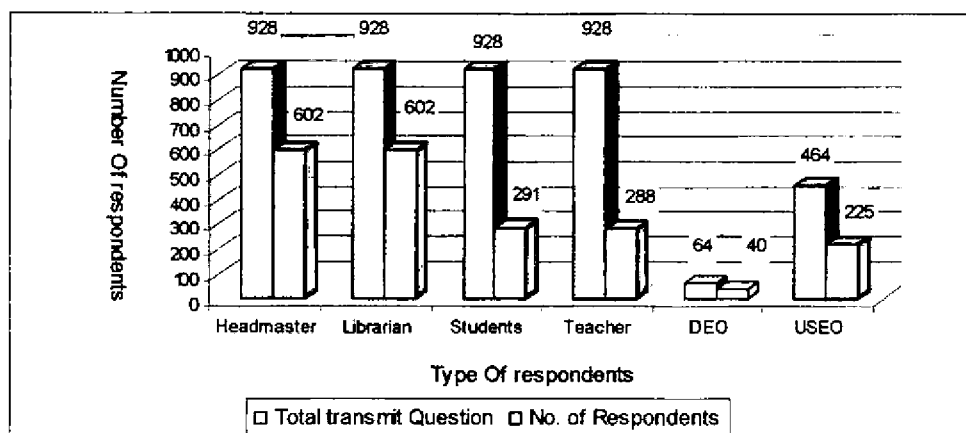


Fig. 01: Distribution of questionnaires and number of respondents

6.2 Analysis of Data

Analysis of data is a highly skilled and technical job. Through systematic analysis, the underline features of the data regarding secondary school library system in Bangladesh are revealed and valid generalizations are arrived. That analyzed data are revealing more than the facts and figures only by means of organizing, analyzing and interpreting. The research data and their salient features, interrelationship, cause and connection are brought out in the context of secondary school library system in Bangladesh. The trends and sequences are elicited by means of generalization.

6.2.1 Analysis of Data Collected from Institutes

The purpose of the questionnaire is to collect data from the institute (to know about the institution), especially of its library through an organized set of questions. This part emphasised to know the library, library building, reading room, pattern of using the library, collection of the library, reference service, use of computer, organization of documents, sources of fund and other information relating to the library.

6.2.1.1 Establishment and Government Recognition of the Responding Schools

Bangladesh became independent in 1971. In the post war period, the newly formed democratic government of Bangladesh adopted different necessary steps for increasing the number of educational institutions in the country. Before the independence there were few educational institutions in the formerly East Pakistan.

Year of establishment of school	No. of secondary School	Year of recognition of school	No. of schools	Percentage	Cumulative total	Cumulative percentage
Up to 1950	177	Up to 1950	123	20.6	123	20.6
1951-1960	30	1951-1960	24	4	147	24.6
1961-1970	134	1961-1970	54	9.1	201	33.7
1971-1980	109	1971-1980	193	32.4	394	66.1
1981-1990	78	1981-1990	86	14.4	480	80.5
1991-2000	67	1991-2000	93	15.6	573	96.1
2001-2008	1	2001-2008	23	3.9	596	100
Total	596		596	100		

Table 6.2.1.1: Establishment and government recognition of school

Table-6.2.1.1 indicates that among the 596 responding institutions, it is estimated that in the period 1971-1980 about 193 institutions were recognized by the government, which was about 32.4% of the total institution. It is also seen from the table that up to 1950, there were 123 recognized institutions, which was about 20.6% of the total institution. Soon after achieving independence, there was a crying need to increase the rate of education. For that reasons the Government of Bangladesh recognized 193 institutions during 1970s, and in that period only 109 institutions were established. Also for the rest of the period under study, the number of recognized institutes was more than the number of established institutes.

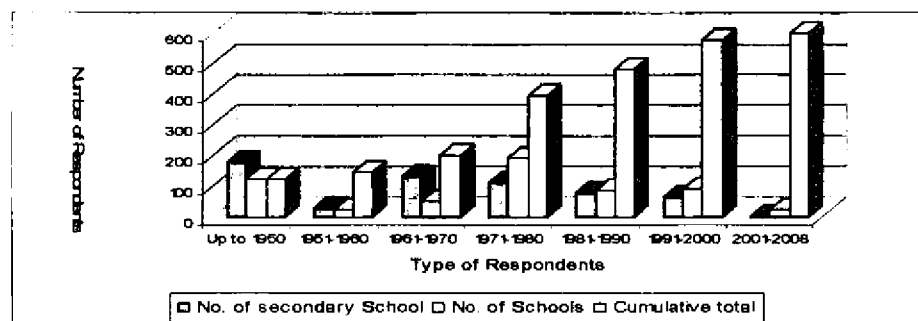


Fig. 02: Establishment and government recognition of school

6.2.1.2 Existence and Necessity of Library in the School

The necessity of library, its building and separate reading room etc are important factors of a school. A primary step was adopted for knowing the necessity of school library. A different view was given by most of the respondents in reply to this question.

Sl no.	Query	Number of respondents	Nature of response		% of Response	
			Yes	No	Yes	No
1	Existence of the library in school	526	486	40	92.4	7.6
2	Separate library building in the school	593	118	475	19.9	80.1
3	Separate reading room in the school	591	198	393	33.5	66.5
4	Requirement of the library in the school	575	569	6	99	1

Table 6.2.1.2: Library, library building, reading room and requirements of school library

Table 6.2.1.2 shows, 92.4% of the respondents have informed about the existence of library in their schools. On the other hand, 80.1% respondents have expressed that there is no separate library building in their respective institution. Again, 99% of the respondents cherish the view that there must be a separate school library in every school and it should be fully independent with all necessary elements required for an ideal school library.

6.2.1.3 Strength of Teaching and Non-Teaching Staff in the School

The richness and quality of the library provision depend upon staffing resources available within the school library. For this reason, it is very important to have a well trained and highly motivated staff, consisting of a sufficient number of members according to the size of the school and its special needs for library services. Well-managed staff is essential for governing a school in the proper way. The proportion of teaching and non-teaching staff of the school has been shown in the following table:

Teachers		Non-teaching Staff	
No. of teachers	No. of school	No. of non-teaching staff	No. of school
Up to 10	87	1-2	354
11-20	430	3-4	210
21-30	36	5-6	38
31-40	29		
41-50	2		
50+	8		
Total	602		602

Table 6.2.1.3: Number of teaching and non teaching staff in a school

Out of 602 schools, the number of teaching staff is up to 10 in 87 schools only. But 430 schools have the teaching staff 'between' 11-20. Only 8 schools have teaching staff more than 50. In the question of non-teaching staff, there are 354 schools where non-teaching staff is at best one or two. The number of schools with 3 to 4 and 5 to 6 non-teaching staff is 210 and 38 respectively.

6.2.1.4 Class Wise Distribution of Students in School

In Bangladesh, secondary school consists of five classes from class VI to class X. An attempt has been made in the Table 6.2.1.4 to organize the school on the basis of their student strength in different classes. Though the researcher has received filled up questionnaire from 602 schools, they have not responded to each and every question in the questionnaire as well as different parts of a specific question. In the process of organization and analysis of data, the researcher has to face this situation and ultimately it effects at large in the process.

Class	Number of Schools							Total
	Up to 50 students	51-100 students	101-150 students	151-200 students	201-250 students	251-300 students	Above 300 students	
VI	24	192	120	109	70	17	11	543
VII	34	209	181	79	27	6	6	542
VIII	88	179	128	110	23	11	3	542
IX	100	215	134	54	22	12	3	540
X	192	191	133	25	14	3	1	559
Total	438	986	696	377	156	49	24	2,726

Table 6.2.1.4: Class wise number of students in the school

Table-6.2.1.4 shows that almost in each class the number of students is in the range of 51-100, which is more than that of the other ranges. Again, it is also found from the Table that except in class X, the second highest number of students in school goes in the range of 101-150.

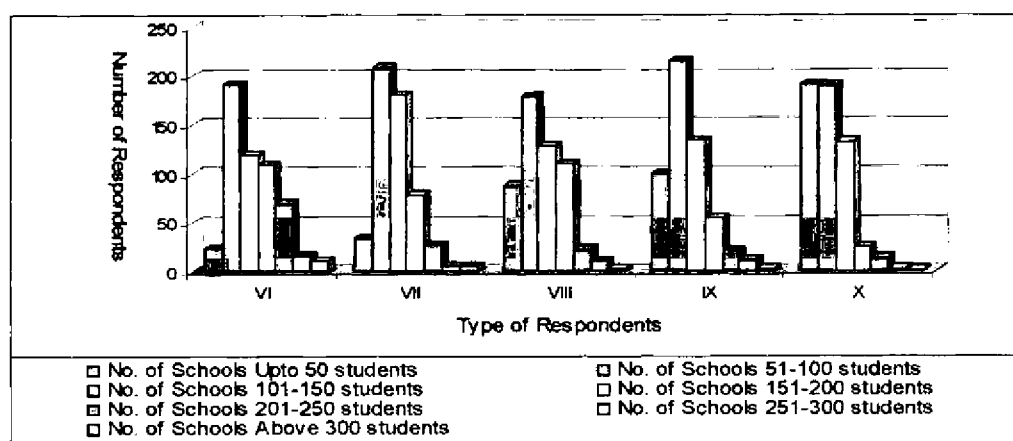


Fig. 03: Class wise number of students in the school

6.2.1.5 Trends of Collection of School Library

According to School Establishment Policy (স্মারক নং শিম/শা:১১/বিবিধ-৩৯/৯৬/২৩০(২৩০) তারিখ ২৩.৪.৯৭), to receive the government recognition, a school should have at least 2000 books in its library. But the most unfortunate fact is that almost all the schools did not have the requisite number of books in their library. In this research work, out of 602 schools under study only 305 schools gave their response about the collection of their libraries.

Number of books	Number of schools	
	Response	Percentage
Up to 100	139	40.8
101-200	73	21.4
201-300	34	9.97
301-400	9	2.64
401-500	17	4.99
501-600	1	0.29
601-700	6	1.76
701-800	4	1.17
801-900	2	0.59
901-1000	1	0.29
1001-1100	3	0.88
1101-1200	3	0.88
1201-2000	2	0.59
2001 and above	47	13.8
Total	341	100.00

Table 6.2.1.5: Trends of collection of school library

The Table 6.2.1.5 shows the collection of books of the school libraries. From the Table it has been found that in most of the schools (80.3%) have at best 500 books, which does not satisfy the school Establishment Policy (স্মারক নং শিম/শা:১১/বিবিধ-৩৯/৯৬/২৩০(২৩০) তারিখ ২৩.৪.৯৭) that each recognized school should have minimum 2000 books in their library. The above Table shows that only 13.8% schools have 2000 and above books in their libraries.

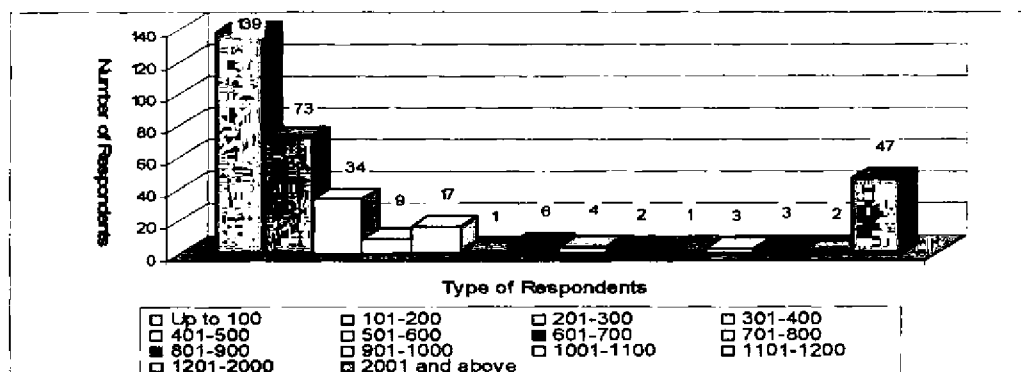


Fig. 04: Trends of collection of school library

Table 6.2.1.6 Subject Wise Distribution of Average Number of Books in the School

According to school establishment manual in Bangladesh, a reasonable collection of book resources should comprise of ten books per student. The secondary school should have at

least 2000 relevant and updated items to ensure a widely balanced stock of books for all ages, abilities and background after getting affiliation. It is imperative to know the total number of books on the syllabus and in extra curriculum books. The following Table shows the subject-wise distribution of average number of books per school.

Subject	Class wise average number of books					Total
	VI	VII	VIII	IX	X	
Bangla	7.98	7.4	7.51	7.37	7.01	37.27
English	7.22	7.61	6.95	7	6.58	35.36
Math	5.72	5.25	5	5.15	4.22	25.34
General Science	5.29	5.04	4.86	4.82	4.06	24.07
Economics	4.3	4.04	4.46	3.6	3.55	19.95
History	4.6	4.56	4.32	4.02	3.36	40.81
Geography	4.68	3.91	4	4.48	3.45	20.52
Islamic Education	5.07	5.26	5.24	5.11	3.9	24.58
Civics	4.23	4.32	4.42	4.69	4.1	21.76
Total	49.09	47.39	46.76	46.24	40.23	229.71
Others	18.82	23.1	22.8	33.3	36.69	134.71
Grand Total	67.91	70.49	69.56	79.54	76.92	364.42

Table 6.2.1.6: Distribution of books subject wise in school library

Table 6.2.1.6 clearly expounds that the average number of Bengali and English books in class VI ranges between 7-8 books. In mathematics and general science this average number ranges between 5-6 books. The Table also refers to a little number of increasing of science books than humanities and other books. Among humanity books the number of economics, geography, history and philosophy books is about 4-5%, whereas books on Islamic studies are only 5%. The Table also reveals that the number books gradually decreases to the higher classes, considering the subjects taken together the average number of books from class VI to class X are about 49,48,47, 46 and 40 respectively.

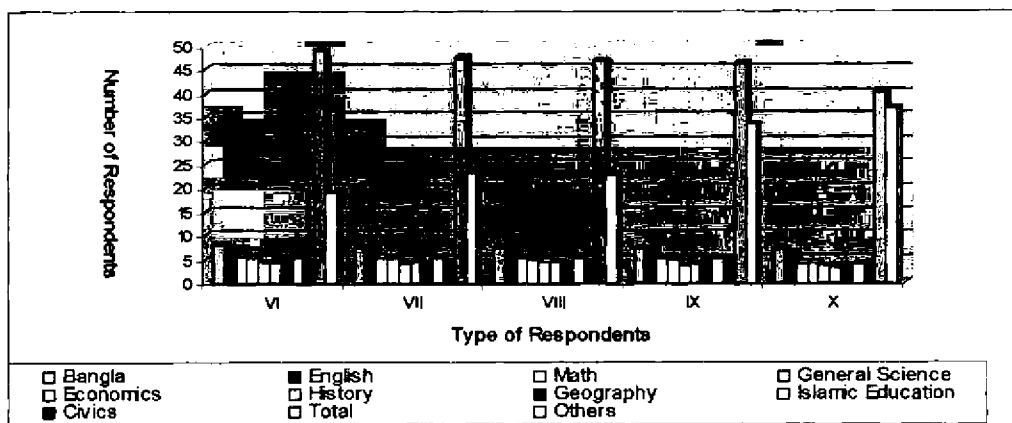


Fig. 05: Distribution of subject wise books in school library

6.2.1.7 Existence of Computer Education and Electricity in the School Library

Modern age is called the age of science and information technology. So the knowledge of science and information technology is essential in every stage of modern life. Electricity and computer are the main source of information technology. The institutes have the following response to the question of computer and electricity in their institute.

SL No	Query	Number of respondents	Nature of response		Percentage	
			Yes	No	Yes	No
1	Availability electricity	601	532	69	88.5	11.5
2	Availability of computer in school	599	536	63	89.5	10.5
3	Teaching computer in classes	601	567	34	94.3	5.7

Table 6.2.1.7: Availability of electricity, computer and computer studies in school

It reveals from the table that out of 601 schools only 532 schools have their electricity connection. Again in the question of availability of computer in the school the Table 6.2.1.7 shows that out of 599 respondent schools only 536 schools have computers. Though teaching of computer in the class is satisfactory enough and which is 94.3% of the schools from whom response has been received by the researcher.

6.2.1.8 Statement of Reference Books in the Library

A high standard of library accommodation and a wide range of high quality resources are essential in a school. For this reason, a collection management policy is vital. Only textbooks are not enough to fulfil the curriculum of the library. On the contrary reference books play a vital role in the school level education.

Types of Reference Books	Number of positive response	Percentage of respondents
Dictionary	477	79.4
Encyclopaedia	449	74.7
Research	27	4.5
Religious book	131	21.8
General knowledge	53	8.8
Travel	101	16.8
Freedom fight	39	6.5
History	95	15.8
Biography	99	16.5

Table 6.2.1.8: Number of schools with reference book

Among 602 respondents 477 (79.4%) schools have dictionary in their library collection. However, this response in encyclopaedia, research books, books on religion, general knowledge, travel, freedom fight, history and biography are 449 (74.7%), 27 (4.5%), 131 (21.8), 53 (8.8%), 101 (16.8%), 39 (6.5%), 95 (15.8%) and 99 (16.5%) respectively. The table reflects a positive view of the schools under the study for establishment of a library in every school.

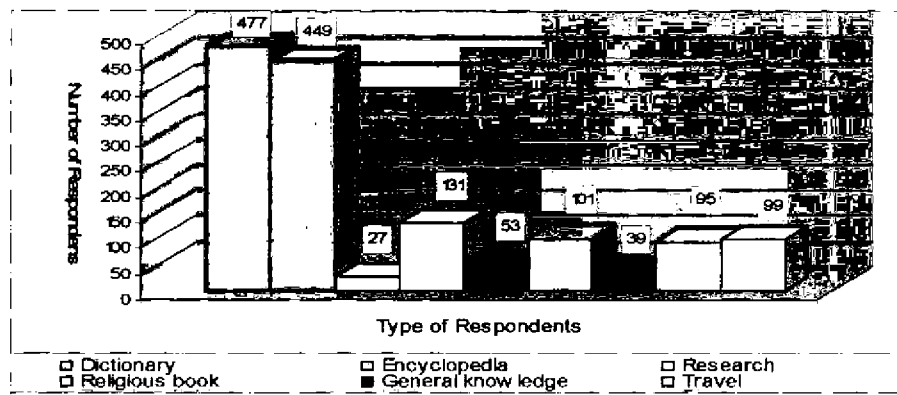


Fig. 06: Schools and their reference books.

6.2.1.9: Procurement of Newspaper and Other Periodicals

The range of services must include access to newspaper and periodicals resources, which reflect the curriculum as well as the user's interest and culture. Newspapers and other periodicals are also significant in a school library. It is also essential for knowing in the contemporary happenings of the world. Periodicals also contain up to date the subject happening world.

Procurement	No. of respondent	Percentage
Yes	452	79.3
No	118	20.7
Total	570	100.0

Table 6.2.1.9: Status of newspaper and periodical of school library

In reply to the question of procurements of newspaper and periodicals, Table 6.2.1.9 shows that among 570 institutions 452 (79.3%) collect newspapers and another 20.7% institution does not collect newspapers and other periodicals.

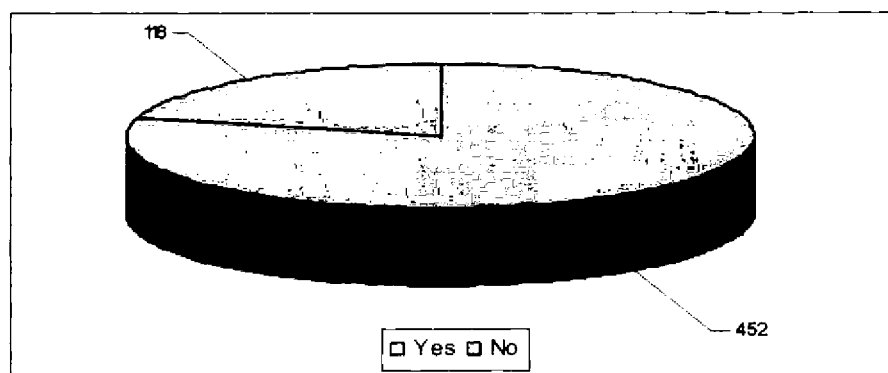


Fig. 07: Status of newspaper and periodical of school library

6.2.1.10: Main Sources of School Library Fund

The school library must be adequate and sustain funding for training staff, materials, technologies and facilities, and its access shall be free of charge. Finance is the driving force of any institution for conducting that institution in a proper way. Every institution has a

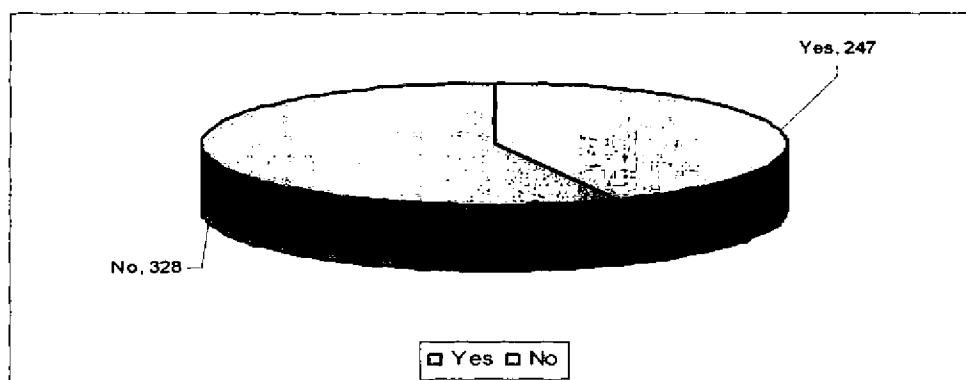


Fig. 09: Availability of library fund from the school

6.2.1.12 Trend of Amount Spent for the Library from School Fund

Since 1996 Secondary Education Sector Improvement Project (SESIP) under the Ministry of Education and National Book Centre (NBC) under the Ministry of Culture Government of Bangladesh, sanctioned book grant and some times, some copies book to the school libraries up to 2004. But within short period both the organization stopped their grant due to non-availability of fund from the government.

Year	Amount spent (taka) and responses						Total
	Up to 1000	1000-2000	2000-3000	3000-4000	4000-5000	5000 & above	
2003	109	56	43	12	11	22	253
2004	126	41	55	13	24	21	280
2005	124	44	67	14	7	23	279
2006	123	47	29	50	7	30	286
2007	112	62	27	55	6	60	322

Table 6.2.1.12: Trend of expenditure for library from the school fund

Allocations of fund from the school authority to its library for five different years and also in different ranges of fund have been depicted in the Table 6.2.1.12. It shows from the table that in the year 2004 out of 280 institutions, 126 schools spent yearly Tk 1000-2000, 55 institutions Tk 2000-3000, 13 institutions Tk 3000-4000, 24 institutions Tk 4000-5000, 21 institutions Tk 5000 and above for its library. But in the year 2007, out of 322 institutions only 6 institutions spent Tk 4000-5000 and 60 institutions spent for Tk 5000 and above. The above analysis shows that in the year 2007 out of 602 schools, 322 schools got fund for library expenditure and 288 schools did not get any allocation for library from school fund.

It is found from the Table 6.2.1.12 that most of the libraries those which have received grant from the school are amounted to Tk. 1000. But from the table it also shows that there is an increasing trend of allocation of fund for the library from the school authority. Because from the year 2003 the number of libraries, which received grant from its mother institution was 253, whereas that number in the year 2007 was 322. However, the tendency of the school authority to increase the amount of grant for its library is also reflected from the table. Still

the allocation of fund from the school to its library is not increasing. Therefore, the school libraries have a great demand for the required fund allocation as well as to increase the grant from the school authority.

6.2.1.13 Trend of Availability of Govt. Grant for Last Five Years

Government grant is essential for every school library for its maintenance and development. But government has not sanctioned library grant to secondary school regularly. Secondary schools libraries occasionally received government grant through SESIP & NBC and which were far below from their requirement. Table 6.2.1.13 states the picture of the government grant received by the secondary schools library. It reveals from the Table 6.2.1.13 that in each year about 4%-8% of the total secondary school received government grant through the organization mentioned above. But the positive side of this grant is that they selected a minimum number of schools but pride to sanctioned grant more than taka 5000.

Year	Amount spent						Total
	Up to 1000	1000-2000	2000-3000	3000-4000	4000-5000	5000 & above	
2003	2	4	2	-	2	14	24
2004	2	3	4	1	-	29	39
2005	-	3	4	-	2	18	27
2006	2	4	3	3	1	34	47
2007	2	2	1	2	4	18	29

Table 6.2.1.13: Distribution of library get government fund last five years

Table 6.2.1.13 explains that the annual amount provided by the government is too much little. In 2005 the government grants Tk 1000-2000 to 3 institutions, Tk 2000-3000 to 4 institutions, Tk 4000-5000 to 2 institutions and Tk 5000 and above to 18 institutions out of total 27 respondent institutions. Again, in 2007 out of 29 respondents 2 institutions got Tk 1000, 2 institutions Tk 1000-2000, 4 institutions Tk 4000-5000 and 18 institutions Tk 5000 and above.

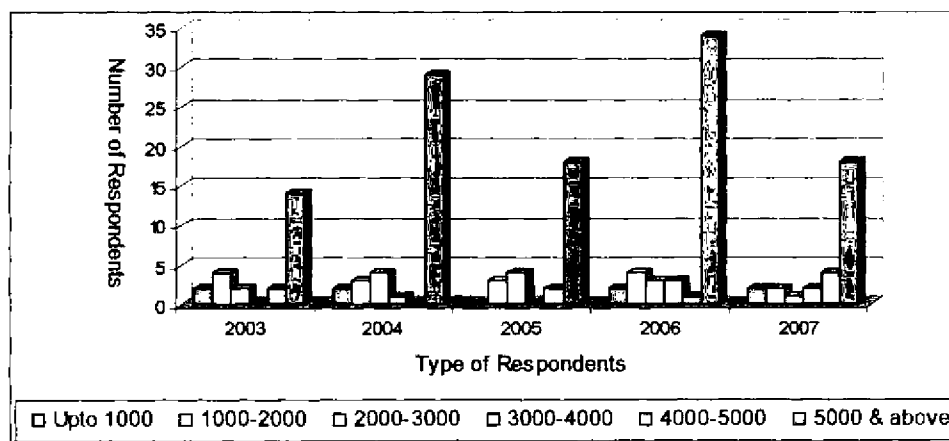


Fig. 10: Allocation of government grant for school library

6.2.1.14 Amount Required for Running the Library

The preceding two tables depict the grant received by a secondary school library either from its mother institution or from the government. Again it is also seen from those tables that the amount of grant were not satisfactory to them. So a question may arise, how much money they require for running a school library smoothly. The answer of this question may be found from Table 6.2.1.14. Here, the respondents were asked to inform their views about how much money they needed annually for running their library smoothly.

Response	Number of respondents	Percentage
10,000-20,000	99	17.1
20,000-30,000	140	24.2
30,000-40,000	132	22.8
40,000-50,000	208	35.9
Total	579	100.0

Table 6.2.1.14: Distribution of library according to their requirements for running the school library

Table-6.2.1.14 exposes that, out of 579 respondents, 208 (35.9%) suggested that annual fund should be Tk 40,000-50,000. 132 (22.8%) demanded Tk 30,000-40,000, 140 claimed Tk 20,000-30,000. One interesting view received from the respondent schools is that their need is far more than they received the grant at present.

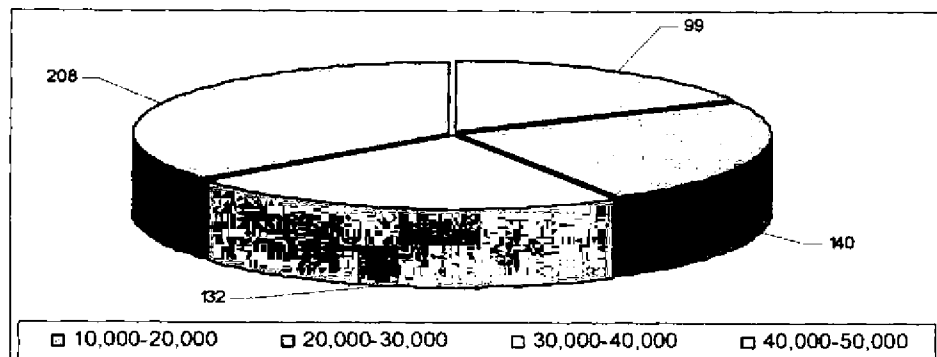


Fig. 11: Distribution of library according to their requirements for running the school library

6.2.1.15 Procedure of Book Selection in the Library

Procedure of book selection in the library is another important element that plays a vital role for the overall development of a school library. Who are entitled to select books for the school library? For knowing this fact, relevant data in the questionnaire are organized in Table 6.2.1.15

Books selected by	No. of respondent	Percentage
Librarian	8	1.4
Responsible teacher	180	30.5
Teacher and managing committee	127	21.5
Both librarian and Head teacher	267	45.2
Other system	9	1.5
Total	591	100.0

Table 6.2.1.15: Distribution of library for procedure of book selection

It reveals from the Table that 267 (45.2%) respondents have the opinion that both the librarian and the headmaster of a school are entitled to select books, where 180 (30.5%) responses go in favour of teachers, 127 (21.5%) demand for Teachers and Managing Committee.

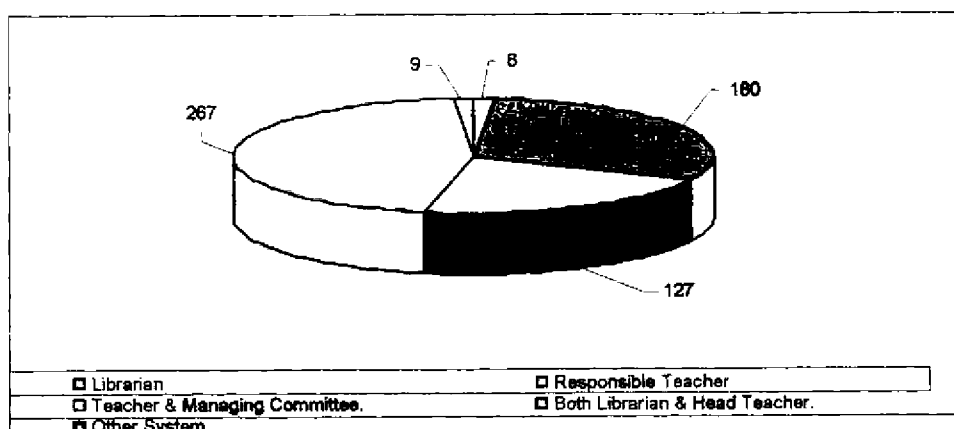


Fig. 12: Trends of procedures of book selection in school library

6.2.1.16 Responsible Person for Taking Decision on Required Number of Books

It is not sufficient that the librarian or teacher-librarian does efficient for core work of book selection, book purchase, book classification, book cataloguing, maintenance of books, circulation of books and reference service. What is further needed is that the librarian should do many other things which fall really in the fringe of library service. Qualified and competent librarian can select the right choice of books. The opinion of the head of the institution in respect of the responsible persons, who take decision about the required number of copies of a book in the school library are presented in the Table 6.2.1.16

Books selected by	No. of respondents	Percentage
Head master	100	17.1
Librarian	66	11.3
Responsible Teacher	149	25.4
Book Selection Committee	252	43.0
Others	19	3.2
Total	586	100.0

Table 6.2.1.16: Person for taking decision on required number of books

The Table 6.2.1.16 suggests that out of 586 respondents, 252 respondents (43.0%) choose book selection committee, 149 (25.4%) select responsible teacher, 100 (17.1%) respondents support the headmasters who are responsible for taking decision to select the number of required books in school libraries.

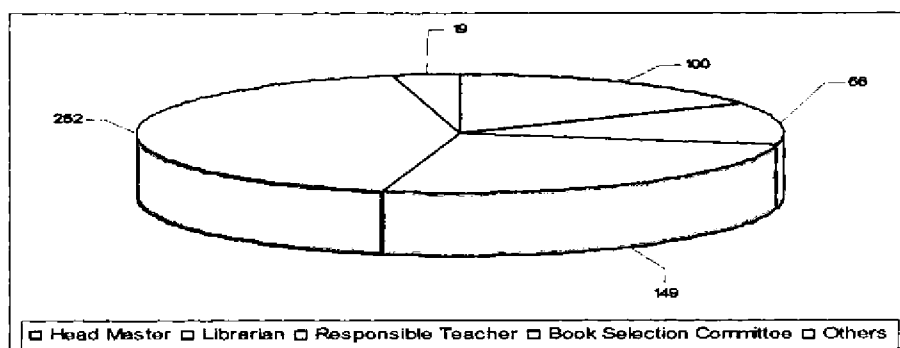


Fig. 13: Person for taking decision on required number of books

6.2.1.17 Procedure for Recording of Books in School Library

Along with procedure for selection of books, the process of recording the same is equally important in a school library. The Table 6.2.1.16 has been prepared based on the responses of head of the school. The Table 6.2.1.17 deals with the procedure for recording of books in the library. Majority of the respondents 448 (79.7%) opine that the procedure of recording books in the library is furnished by the general register. Among others, 100 (17.8%) respondents pointed out that this should follow through accession register.

Recording procedure	No. of respondent	Percentage
Accession Register	100	17.8
General Register	448	79.7
No Accession Register	6	1.1
Any Other Method.	8	1.4
Total	562	100.0

Table 6.2.1.17: Books recording procedures in school library

So, there is a trend among the headmasters to use general register in place of accession register, solely due to their ignorance about the scientific process of recording of books in a library. This unfortunate situation may be overcome if and only if there are qualified librarians in the schools.

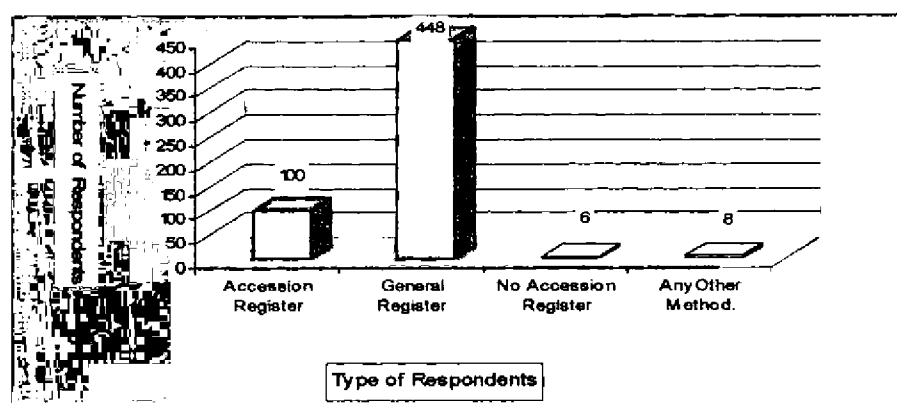


Fig. 14: Books recording procedures in school library

6.2.1.18 Availability of Classification Scheme in School Library

Classification of books is one of the most essential activities of a school library, because strength and weakness of the collection or the selection and the identification of a book largely depends upon the arrangement of books on the shelf.

Classification Scheme	No. of respondent	Percentage
Yes	205	36.3
No	360	63.7
Total	565	100.0

Table 6.2.1.18: Distribution of library by the use of classification scheme

Again, scientific arrangement of books on the shelf is possible only when a popular classification scheme is followed in the library. Table 6.2.1.18 shows true picture relating to the use of classification scheme in school libraries. Here, 205 (36.3%) head master have the positive answer, where 360 (63.7%) have negative answer, which ultimately again stress on the use of scientific procedure in school libraries.

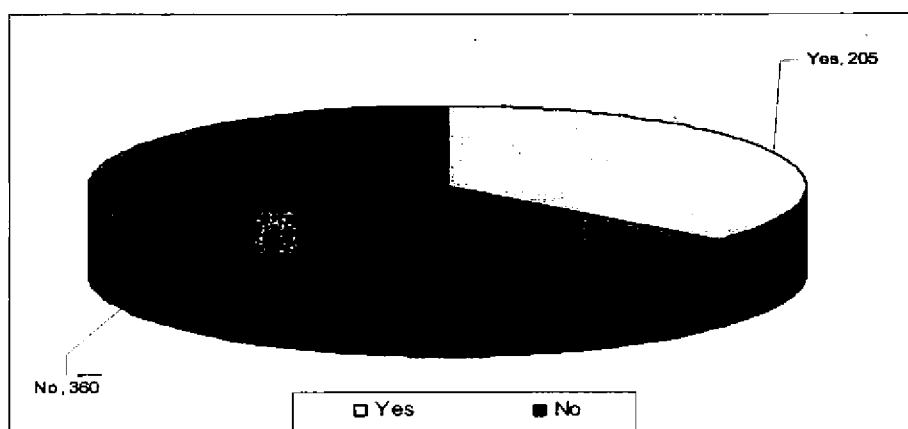


Fig. 15: Use of classification schemes and school libraries

6.2.1.19 Limitation of the Use of Classification Scheme in the Library

The classification of books is the process of grouping them in logical order according to subject and giving to each book a class mark, which will indicate the particular group to which it belongs to. At present we cannot think about library automation in school libraries. Then there is only way to organize the documents in school libraries and to use the library classification scheme for arrangement of documents in the shelf. Table 6.2.1.19 states the reasons why the librarians in school libraries are not using the classification scheme in their libraries. The Table 6.2.1.19 is multiple choice type tables where 252 schools state that they are not using classification scheme in their libraries due to their non-availability of classification scheme.

Causes	Response	
	Yes	No
Non-availability of classification schedule	252	32
Unable to buy classification schedule	228	46
Busy with other works	213	92
Have to take classes	259	92
Others	25	26

Table 6.2.1.19: Distribution of library by the use of Limitations classification scheme

Here 228 institutes state that they are unable to buy classification schedule due to scarcity of fund, and 213 respondents convey that they are unable to classify the documents as they are busy with other works. Again it is clear from the table that a total of 480 institutes express that they are unable to use classification scheme due to non-availability as well as unable to buy classification schedule. Where as 472 institutes have a negative motivation for the use of classification scheme in school library. However, the Table 6.2.1.19 is a mixed nature of table.

6.2.1.20 Availability of Card Catalogue Cabinet and School Libraries

Library classification scheme is used in a library for organization of documents on the shelf. But to know the availability as well as the position of a book in a library we required cataloguing of books in a library. But the prerequisite of a cataloguing process is its card catalogue cabinet. The school library furniture, fittings and accessories should be of standard pattern and design. Card catalogue cabinet is the most important instrument for card cataloguing in the library.

Catalogue Cabinet	Number of respondents	Percentage
Yes	130	24.4
No	402	75.6
Total	532	100.0

Table 6.2.1.20: Distribution of library by the catalogue cabinet

It has been found from Table 6.2.1.20 that only 130 (24.4%) school libraries have their own card catalogue cabinet, and there is no card cabinet in 402 (75.6%) school libraries. The researcher in this case has received only 532 responses out of 602 school libraries during the study.

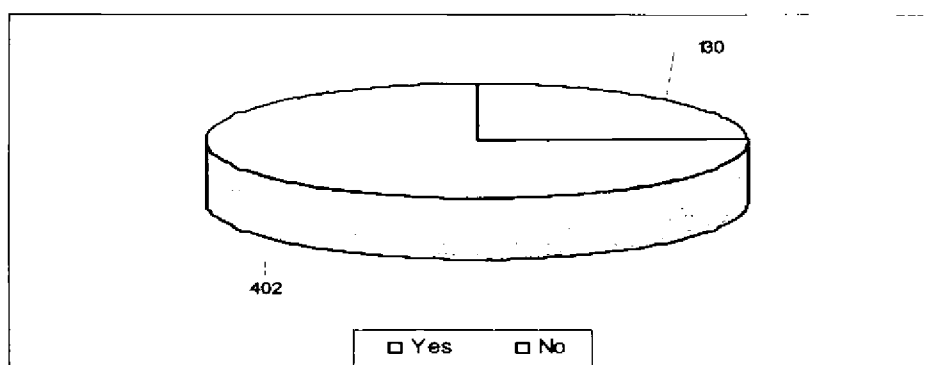


Fig. 16: Card catalogue cabinet and school libraries

6.2.1.21 Whether Card Catalogue Cabinet is used in the School Library

To get benefit from this procedure, they must appreciate the shelf arrangement and learn the language of class number given on the back of the book. They should also appreciate the use of catalogue cards which are arranged in the catalogue cabinet and meaning of different kinds of entries and their respective functions.

Catalogue Cabinet Use	Number of respondents	Percentage
Yes	123	94.6
No	7	5.4
Total	130	100.0

Table 6.2.1.21: Distribution of library by the use of catalogue cabinet

From the previous study it has been found that out of 532 respondent schools, only 130 schools have their card catalogue cabinet in the school library. Again out of these 130 schools, 123 (94.6%) schools use the catalogue cabinet for proper organization and recording of the library materials.

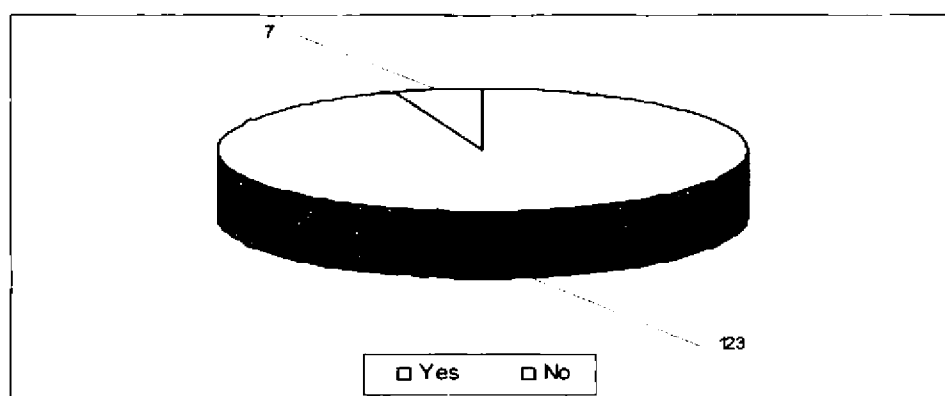


Fig. 17: Distribution of library by the use of catalogue cabinet

6.2.1.22 Whether all Books are Catalogued in the Library or Not

All the books for the school libraries are centrally purchased and processed, resulting in a lot of economy in finance and technical assistance. The schools do not have to spend their resources on having the books catalogued and classified, and this also saves a lot of time of the school librarian for providing essential services to the children in the school in the matter of proper use of the books in the library.

Response	Number of respondents	Percentage
Yes	222	42.4
No	301	57.6
Total	523	100.0

Table 6.2.1.22: Distribution of library by the all book are catalogued

In the question of cataloguing of documents in school libraries the researchers have received only 523 responses which have been shown in the Table 6.2.1.22. Again out of these 523 schools, only 222 schools are able to catalogue their documents and 301 schools express their

inability to do the work. But the results of the previous two tables have shown that there are only 130 schools which have their card catalogue cabinet and among them only 123 school library used the cabinet. So the remaining of 99 schools those who have no card catalogue cabinet, still they state that they have catalogued all of their books in the library. So, conclusion may be drawn from the above discussion that these 99 school libraries must use any other form of catalogue except card form.

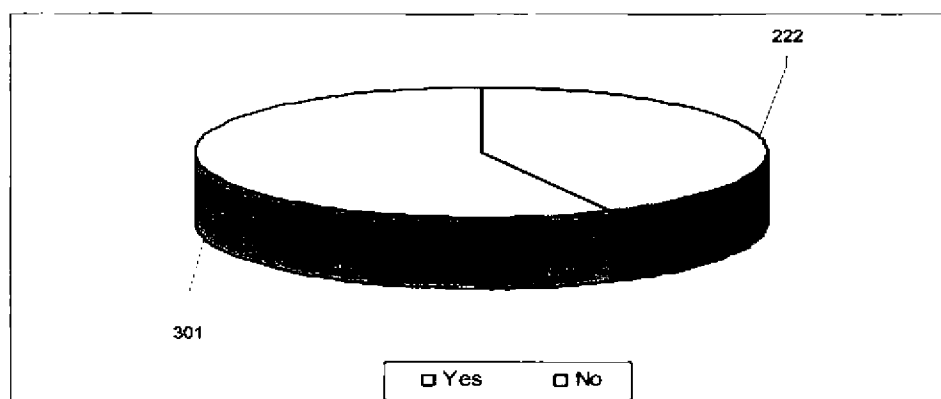


Fig. 18: Pie-diagram showing catalogue of books in the library

6.2.1.23 Reasons for Non-catalogued of Books

The librarian should explain all the ways of consultation, use of the library catalogues and methods of information search during the library period. His practical demonstration will help the students to a great extent as they always like to initiate and often love to do whatever is done by adults.

Response	Number of respondents	Percentage
Lack of fund	198	63.5
Lot of work in the office	14	4.4
Shortage of time due to take the class	93	29.9
No need	7	2.2
Total	312	100.0

Table 6.2.1.23: Distribution of library by the reasons for unable to catalogue

Reasons for inability to do catalogue of books are presented in Table 6.2.1.23. It reveals from the table that 198 schools are unable to do catalogue of books due to scarcity of fund, 14 have their opinion of heavy work load, 93 states that due to their class load they are unable to do the work. But there are 7 schools those who have stated that there is no need of catalogue in a school library.

6.2.1.24 Knowledge about the Recommendation of School Library in Education Commission Report

Each and every headmaster of secondary schools frequently received the information, government order, education commission report, and others report regarding school management as well as library activities. Generally the headmaster acquires knowledge of library management and development from the school authority, government and also from professional organizations. So, the headmaster responses in this particular issue according to his knowledge about school library which has been analyzed in Table 6.2.1.24.

Response	Number of respondents	Percentage of respondents
Yes	164	32.3
No	343	67.7
Total	507	100.0

Table 6.2.1.24: Knowledge of the headmaster about education commissions report

The Table 6.2.1.24 shows that 164 (32.3%) respondents have positive response and other 343 (76.7%) respondents have no knowledge about education commission report regarding school library. But being the head of the institute every headmaster should have a minimum knowledge about the recommendations of different Education Commission regarding school library.

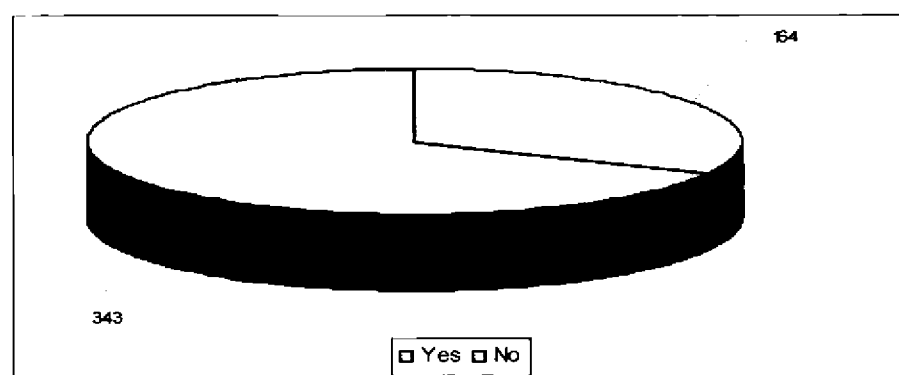


Fig. 19: Knowledge about education commissions report

6.2.1.25 Duration of Opening Hours of the School Library

Library hour is an integral part of library rules and regulation. All the users of library follow the library hours accordingly and help the librarian to run the library smoothly. In this regard, libraries have to maintain the time schedule properly for the users by maintaining government rules. The habits of the students and timings, they keep in their daily routine will prevent the mixing up of the clientele of the library, which mixing might lead to psychological difficulties. But in a village context there would be nothing unnatural to consider the schools of that village as the sources of knowledge are both to the students and others.

Library Hour	Number of respondents	Percentage
Opening school time	348	82.0
Additional time	76	18.0
Total	424	100.0

Table 6.2.1.25: Distribution of library by opening time

Tables 6.2.1.25 shows that out of 424 respondents their schools only 76 school libraries remain open beyond school hour, where as 384 (82.0%) answer that it is opened during the school time. But in Table 6.2.2 it has been found that 486 schools state that they have their own school library. So, 62 (12.75%) schools have not given any answer to this question.

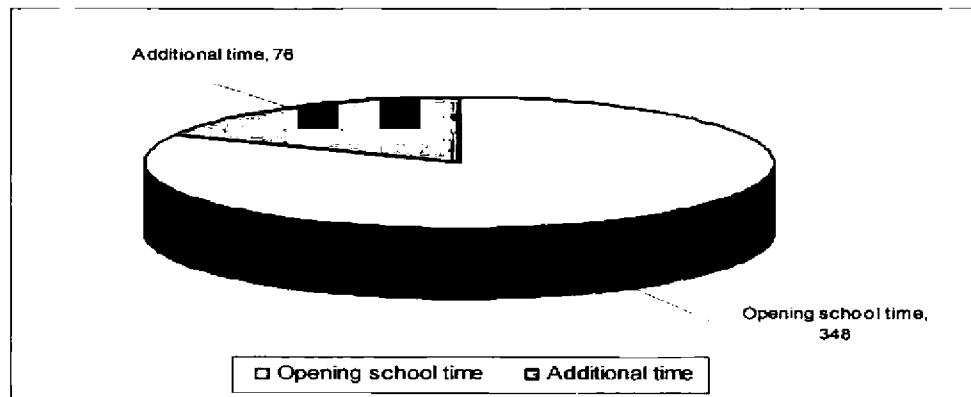


Fig. 20: Distribution of library by opening time

6.2.1.26: Allotment of Weekly Time Period for Library Use

Allocation of time for students and the teachers for library use plays a vital role for inspiring both the teachers and students. Every library needs rules. Rules should be few but plainly set out and their observance enforced. It is, however, important to stress that successful library administration does not depend much on rules and their sanctions. At the same time allocation of specific time for school library use helps in a greater way to the learners for their study. They usually can utilize their time considering his/her specific time to use the school library.

Allotted period	Number of respondents	Percentage
Two period	201	53.5
Three period	175	46.5
Total	376	100.0

Table 6.2.1.26: Distribution of library by the use of weekly time period to use the library

From the study it reveals that researcher has received response from 602 schools out of the 928 secondary schools in Bangladesh. Again, it has been found that out of 602 schools 486 schools state that they have their library in the school. Out of these 486 schools, 424 schools have the opinion that they have their specific library hours. But in the question of allotment of weekly time period for library use, again out of 424 schools, only 376 (88.67%) schools gave

their opinion. That is to say that responses received from the responded schools are not satisfactory.

However, it is found from Table 6.2.1.26 that out of 376 schools 201 (53.5%) schools allotted 2 hours per week for the students to use the school library, whereas 175 schools allotted 3 hours per week for the said purpose.

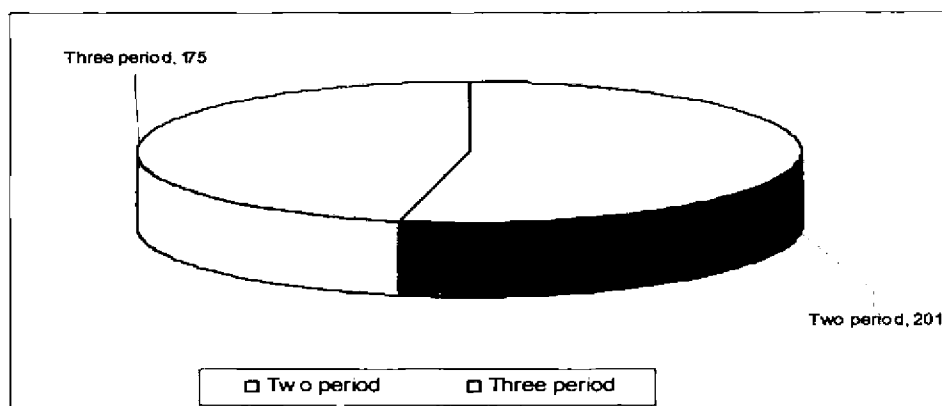


Fig. 21: Distribution of library by the use of weekly time period to use the library

6.2.1.27 Per Capita Fund Allocation for Students and Teachers in the School Library

The library fees collected from pupils in a school should not be amalgamated with general fund of the school for meeting other items of expenditure but credited to the library fund and spent exclusively for procurement of books and equipment required for the library.

Allocation of Fund	Number of respondents	Percentage
Yes	163	28.7
No	405	71.3
Total	568	100.0

Table 6.2.1.27: Trends of per head fund allocation in the school library

From Table 6.2.1.27 it has been found that out of 568 responded schools only 163 (28.7%) schools have the positive response, whereas other 405 (71.3%) schools did not allot per head fund to the library.

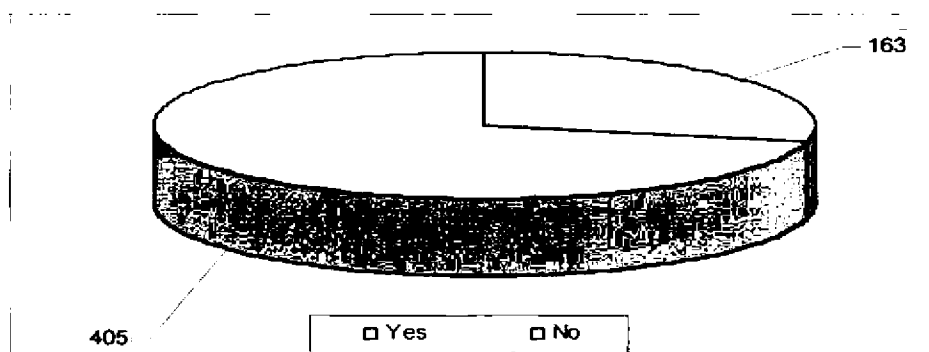


Fig. 22: Trends of per head fund allocation in the school library

6.2.2 Analysis of Data Collected from Librarians or Library-in-charges

The librarian's main role is to contribute to the mission and goal of the school including the evaluation procedures and to develop and implement those in the school library. In cooperation with the senior management, administrator and teachers, the librarian is involved in the development of plans and the implementation of the curriculum. In most schools, there is no conception of such library service. It would require the services of a highly qualified and trained librarian, who would be on par with other senior teachers. For this purpose the questionnaires sent to the librarians or library-in-charges to know about the library collection, library organization, staff and library services given to the users.

6.2.2.1 Types of Service Rendered by the Library

The learners usually want a good service from the school library. Every School is supposed to be assigned the duty for providing a good service as well as developing the school library. What kinds of services are provided by a school library is expounded in Table-6.2.2.1

Response	Number of respondents	Percentage
Issuing book for home	520	86.5
Reading room service	163	27.1
Information service	29	4.8

Table: 6.2.2.1 Distribution of library by the type of services rendered by the library

The Table 6.2.2.1 is mixed in nature. From the Table it reveals that out of 602 responding schools, 520 (86.5%) schools rendered book issue service, where as 163 (27.1%) schools gave reading room service and 29 (4.8%) schools had the capacity to give information service to the library users.

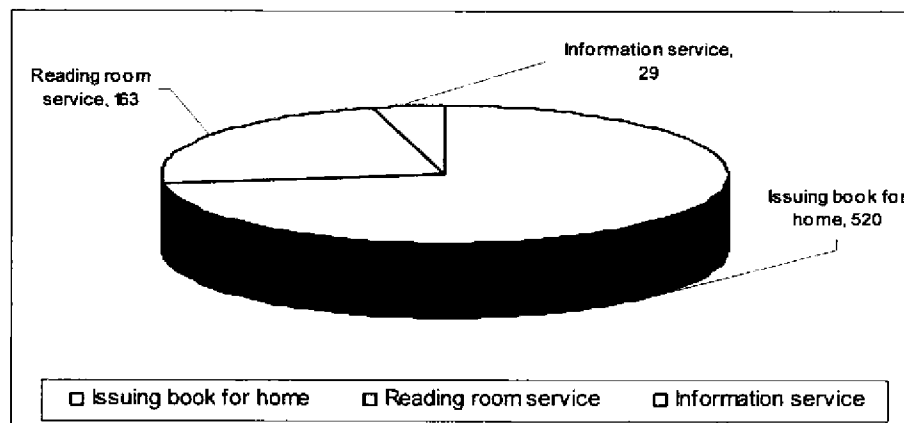


Fig. 23: Bar diagram showing types of services rendered by the library

6.2.2.2 Satisfaction of the Librarian about Library Collection

A picture about the collection of books in school libraries has been given in the Table 6.2.1.5 based on the responses from the headmasters. But whether the librarians of the schools are satisfied with that collection or not is presented in the Table 6.2.2.2

Response	Number of respondents	Percentage
Satisfaction	142	24.9
Not satisfaction	428	75.1
Total	570	100.0

Table 6.2.2.2: Opinion of the librarians about library collection

It has been found from the Table 6.2.2.2 that out of 570 respondents only 142 (24.9%) librarians have the opinion that they are satisfied with their library collection. But 428 (75.1%) librarians are dissatisfied with the collection of books in their library.

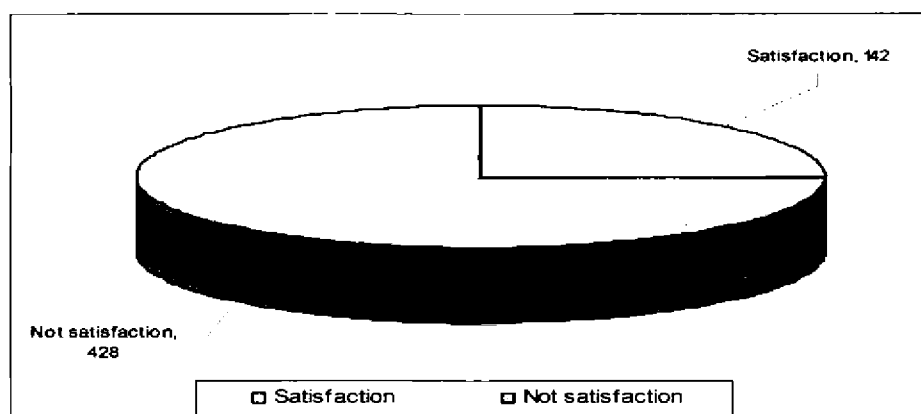


Fig. 24: Library collection and opinions of librarians

6.2.2.3 Opinion of Librarians for Increasing Library Collection

With the passage of time the need for new thing is increasing. Thus, increasing of library collection has also become an indispensable task for the library management. For this, a question was asked to the librarian to learn his view about how to increase the library collection. Books of a library can be collected in many ways. Table 6.2.2.3 represents the opinions of the librarians showing possible ways for increasing the collection of a school library.

Response	Number of respondents	Percentage
Deposition of complementary copies	138	32.2
Allotment of more fund for library	188	43.9
Application for gift copies of book from publishers	172	40.2
Increase fees and fine	15	3.5
Others	38	8.9

Table 6.2.2.3: Opinion of increasing library collection

It reveals from the Table 6.2.2.3 that a maximum of 188 (43.9%) librarians have the view that the collection of a library may be increased with the allotment of more fund for the library. Again, 172 (40.2%) librarians are favour of collecting gift copies from the publishers. On the other hand 138 (32.2%) librarians have the opinion of depositing complementary copies of books to the library. However, to increase fees and fine was another opinion for the purpose.

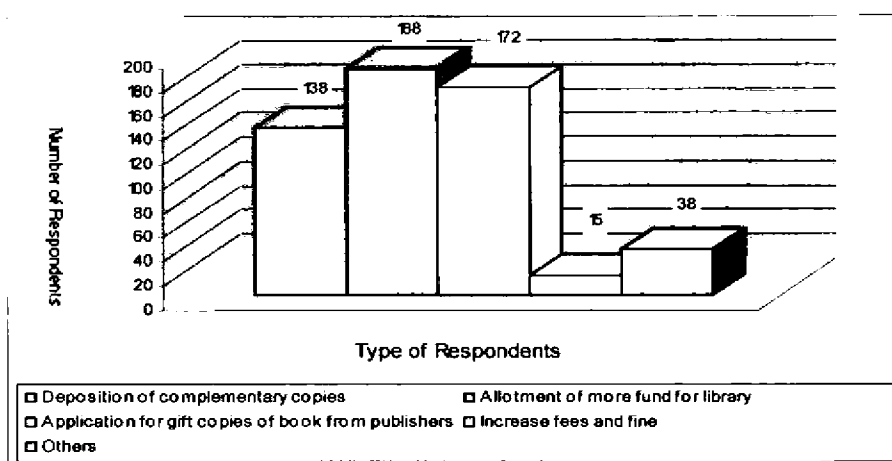


Fig. 25: Collection development and opinion of the librarian

6.2.2.4 Interest of the Students to use the School Library

The target people of the secondary school library are the students. So, the intention of the students for using the school library is a vital element for the school library. Students must have a good intention for using school library. It is true that, at present, students get less time besides their academic activities. Yet the study has given an interesting picture.

Response	Number of respondents	Percentage of respondents
Moderate	323	55.4
Good	227	38.9
Very good	33	5.7
Total	583	100.0

Table: 6.2.2.4 Use of library by the student

Out of 583 respondents only 227 (38.9%) librarians have the view that they have received a good response from the students regarding their library use. However, 323 (55.4%) have the opinion that use of the library by the students is moderate, where as, 33 (5.7%) librarians opined that the habit of the students to use the school library is very good. In this question 19 librarians have not given any response.

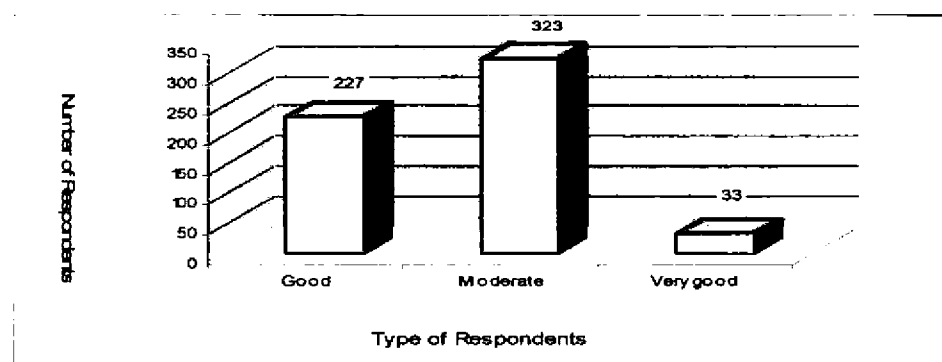


Fig. 26: Pie-diagram showing use of library by the student

6.2.2.5 Procedure Adopted to Increase the Reading Habits of the Students

In fact, there has been no means adopted by the authority to increase the reading habits of the pupils. Yet, a question was asked to know about their effort in this regards.

Response	Number of respondents	Percentage of respondents
Reading competition	232	38.6
Arrangement of telling story	60	9.9
Increasing awareness	342	56.9
Increase the number of library class	19	3.2

Table 6.2.2.5: Procedure adopted and reading habits of the students

However, the Table 6.2.2.5 shows that 232 (38.6%) librarians adopted reading competition to increase the reading habits of the students. Again, 60 (9.9%) librarians prefer the arrangement of telling stories, 342 (56.9%) librarians opine for increasing awareness and 19 (3.2%) librarians are in favour of increasing the number of library classes. However, the about responses are mixed answered.

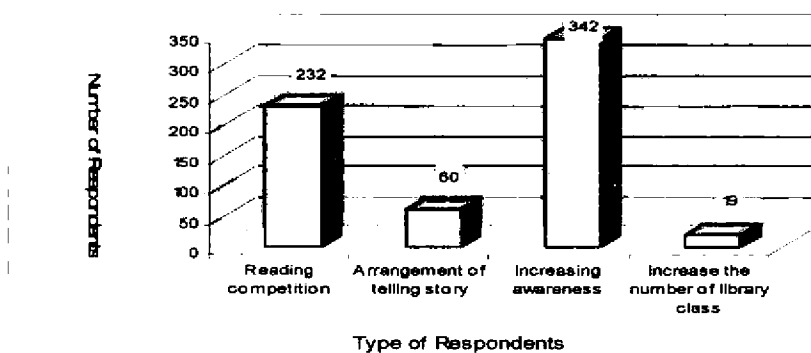


Fig. 27: Procedure adopted and reading habits of the students

6.2.2.6 Steps to be taken to Increase the Reading Habits of the Students

In “Of Study” Francis Bacon said, ‘Reading make the full man, conference a ready man and writing a perfect man.’ In view of that we think students’ habit of reading books should be increased. This will open a wide range of thinking and a wide door of knowledge. The students will become more and more active person in developing the country. There are lots of ways to increase the reading habit of students. In question of how to amplify the eagerness of the learner, the responses are arranged as follows.

Steps to be taken	Number of respondents	Percentage of respondents
Reading competition	261	43.4
Encourage through teachers for library use	270	44.9
Increase awareness of the guardians	94	15.6
Increase library collection to make it resourceful	80	13.3

Table 6.2.2.6: Possible steps to increase reading habits of the students

Procedure adopted to increase the reading habit of the students has been given in the Table 6.2.2.5. But which other steps to be taken to increase the reading habit of the students has been presented in the Table 6.2.2.6.

This table shows that 261 (43.4) responses are in the favour of making arrangements for reading competition. But 270 (44.9%) respondents emphasise that teachers may play a role to increase the reading habits of the students, where as, 94 (15.6%) and 80 (13.3%) respondents made their opinions in favour of increasing awareness of the guardians and increasing library collection respectively. It reveals from the Table that only development of collection does not encourage the students to increase their reading habits, any form of incentives and pressures from the teachers may play better role for the purpose.

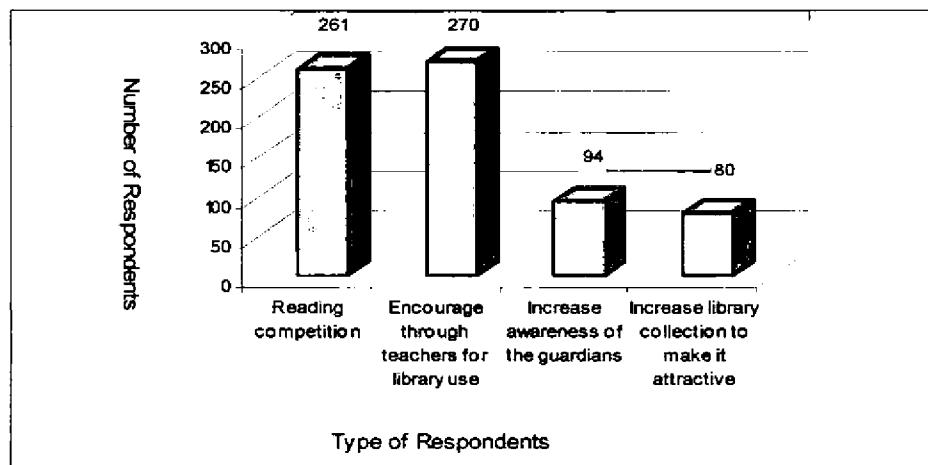


Fig. 28: Bar-diagrams showing possible ways of reading habits of students

6.2.2.7 Major Problems Associated with School Library Management

Various problems are associated with library management. These problems are not only associated with the library and the library personnel, rather it is related to the attitudes of the mother institution to its library and also behaviour of the students to some extent.

Problems	Number of respondents	Percentage
No post for librarian	379	63.1
No budget allocation for library	298	49.6
No rules and regulations for library	230	38.3
Negligence of student for reading in the library	59	9.9

Table 6.2.2.7: Major problems associated with school library management

However, the data collected through the survey are presented in Table 6.2.2.7, where as it shows that, the foremost problem of a secondary school library in Bangladesh is that there is no sanctioned post for the librarian in schools. Again other 298 respondents opined that negligency on the part of the school authority to allot any budget for its library is the another

root problem of a school library, where, 230 (38.3%) responses go in favour of rules and regulations of a library. There is also a little response 59 (9.9%) about the negligency on the part of the students. However, the responses organized in this table are mixed in nature.

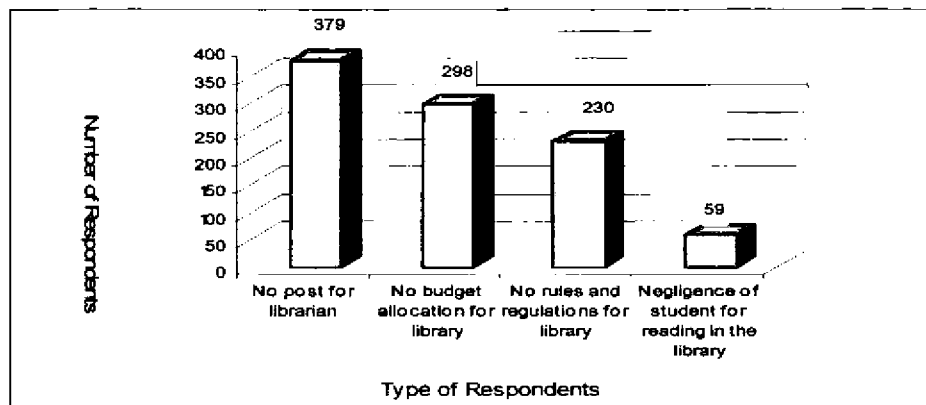


Fig. 29: Problems of school library management

6.2.2.8 Procedure of the Lending Service in the School Library

An institution has to maintain proper maintenance procedure to ensure smooth function and a school is not an exception to that. Being a sister institution, it has to maintain different policies and procedure for proper functioning and overall development of the library. Lending system in a library plays a vital role for effective and efficient service in a library. Table 6.2.2.8 depicts the procedure followed by the school libraries for its lending activities.

Procedure adopted	No. of response	Percentage
Through register system	364	60.6
Through library card system	22	3.7
Both of the above	176	29.3

Table 6.2.2.8: Procedure of the lending service in the school library

Table 6.2.2.8 shows that 364 (60.6%) libraries followed only register system whereas 22 (3.7%) libraries followed card system for lending books to the students. Again 176 (29.3%) libraries followed both the systems as required.

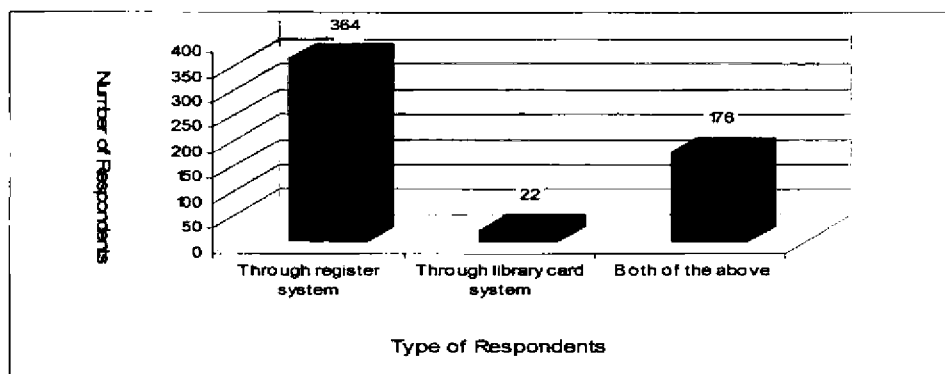


Fig. 30: Lending service and school libraries

6.2.2.9 Facilities Available and other Requirements of the Library

In the previous discussion responses are received from the librarian/library in charge about library collection, library serial, library use pattern by the students or necessary measured to be taken for overall development of library. But what other facilities are available in the library or what are their present requirements are organized in Table 6.2.2.9

Facility	Number of respondents				
	Yes	Percentage	No	Percentage	Total responses
Internet connection	7	1.3	528	98.7	535
Need for internet connection	495	93.8	33	6.2	528
Scarcity of fund for management of library	554	99.5	3	0.5	557
Written off the damage and torn books from library	461	79.8	117	20.2	578
Regular use of insecticides	269	48.6	285	51.4	554

Table 6.2.2.9: Facilities available in the school library

It is observed from the Table that responses have not been made for all questions by the respondents from whom questionnaires are collected. It shows from the Table that out of 535 libraries only 7 (1.3%) librarians have internet connection and 528(98.7%) libraries have no connection. Again on the question of necessity of internet connection, 495(93.8%) libraries have given the positive response, whereas 33(6.2%) libraries state that they do not require the internet connection. On the question of library fund, almost all of the librarians have the opinion that there is acute scarcity of fund in school library. Again, out of 554 libraries, only 269(48.6%) libraries use pesticides in the library regularly. Also most of the libraries write off damaged and torn books from the library.

6.2.2.10 Availability and Requirement of the Furniture in the School Library

In a school library some pieces of furniture are required both for the learners as well as for other staff members. If a good seating arrangement is provided in the library, the learners will be able to read books in a good environment.

Type of furniture	Number of respondents			
	Available in the library	Percentage of respondents	Requirement for the library	Percentage of respondents
Almirah	557	92.7	500	83.2
Chair	356	59.2	468	77.9
Table	354	58.9	473	78.7

Table 6.2.2.10: Availability and requirement of the furniture in the school library

Table 6.2.2.10 explains that 557 (92.7%) respondents interpret the availability of almirah, 356 (59.2%) for chairs and the 354 (58.9%) for tables. At the same time 500 (83.2%) recommend for almirah 468 (77.9%) wish for chair and 473 (78.7%) for table. So, the Table shows that the pieces of furniture are available in some libraries, but they are not sufficient for other libraries.

6.2.2.11 Arrangement of Books on the Shelf

In a library books are kept in shelves. This helps the librarians to organize the books in the library in a proper way. There are several scientific ways to arrange the books on the shelves.

Arrangement	Number of respondents	Percentage
Through accession number	161	31.6
Through call number	7	1.4
Subject wise	335	65.6
According to author name	7	1.4
Total	510	100

Table 6.2.2.11: Arrangement of books in the shelf

Table 6.2.2.11 shows different procedures adopted by the libraries for scientific arrangement of books on the selves. Out of 510 respondents, 335(65.6%) librarians preferred to arrange the books by subjects. The next performance of the libraries is to arrange the books through accession number (31.6%). However, there is a negligible response for arrangement of books either by call number (1.4%) or by the name of the author (1.4%).

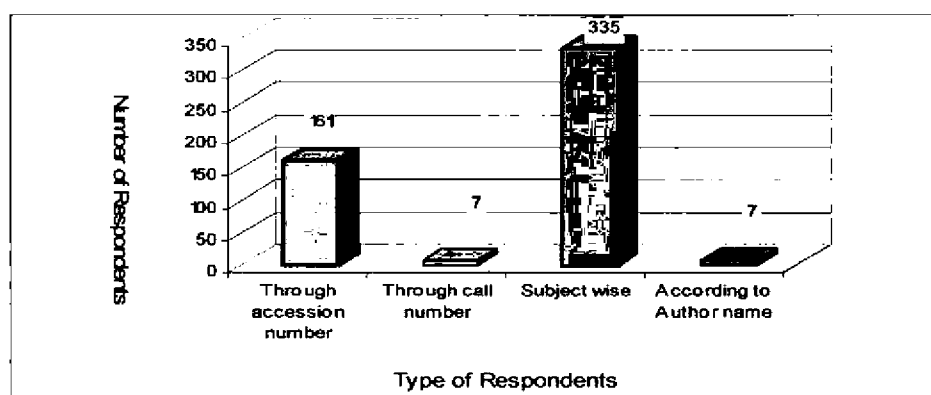


Fig. 31: preference for arrangement of books on the shelves

6.2.2.12 Year Wise Requirement of Fund for the Development of Library Collection and Furniture

Annual allotment for the school library is a fundamental need for the development of school library. A balanced budget for school library greatly helps learners to get a good service. Almost all of the librarians have the opinion that there is an acute scarcity of funds. So, in their opinion, how much money is needed for proper functioning of the library is presented in the Table 6.3.12

Required amount	Number of respondents	Percentage of respondents
10,000	64	11.0
20,000	59	10.1
30,000	70	12.0
40,000	146	25.0
50,000	245	41.9
Total	584	100

Table 6.2.2.12: Year wise requirement of fund for development of library collection and furniture

It reveals from the table that, out of 584 respondents, 245(41.9%) librarians needed at least TK 50,000 and 146 librarians needed TK 40,000 for the proper functioning of the library. But 193 librarians are of the view that TK 10,000-30,000 will be enough for the smooth running of a school library.

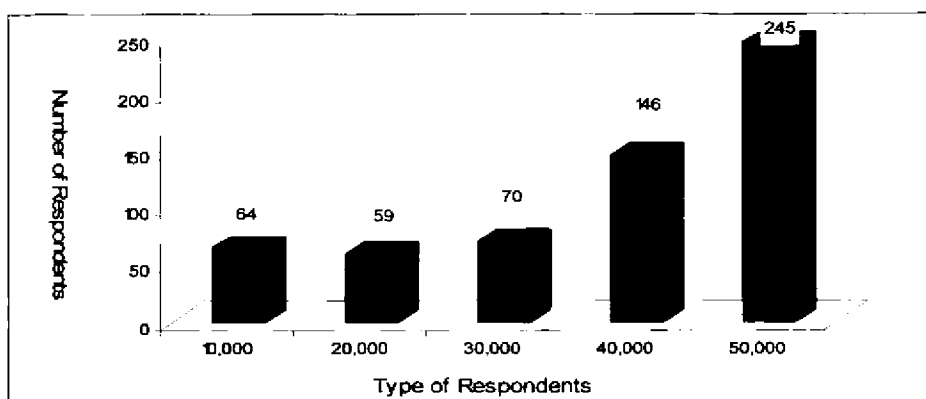


Fig. 32: Requirement of fund for a school library

6.2.2.13 Statement of Other Works done by the Library-in-Charge

In the secondary school in Bangladesh, the headmaster is the head of the library authority and generally he assigns one subject teacher or a peon to do the work as library-in-charge. In some libraries a person may be appointed contractually as a librarian or library assistant to do the work of a library. So, in most cases the said library in charge has to look upon the activities of a library besides his regular activities as teacher or other work in a school. For this, he does not get any extra amount for his additional assignment. However being the library in charge what type of other activities he has to perform is presented in Table 6.2.2.13.

Nature of work	Number of respondents	Percentage
Official work	152	25.3
Other classes	308	51.2
Help in works of Headmaster	142	23.6
Other works	69	11.5

Table 6.2.2.13: Statement of other works done by library-in-charge

It reveals from the Table that the responses are mixed answered. However, out of the 602 respondents, 308(51.2%) respondents express that they have to take the classes. So, about 50% of the libraries under study are run by the teachers. It also reveals from the table that a person, who has been appointed contractually to look after the library activities, has to do various types of other works in the school.

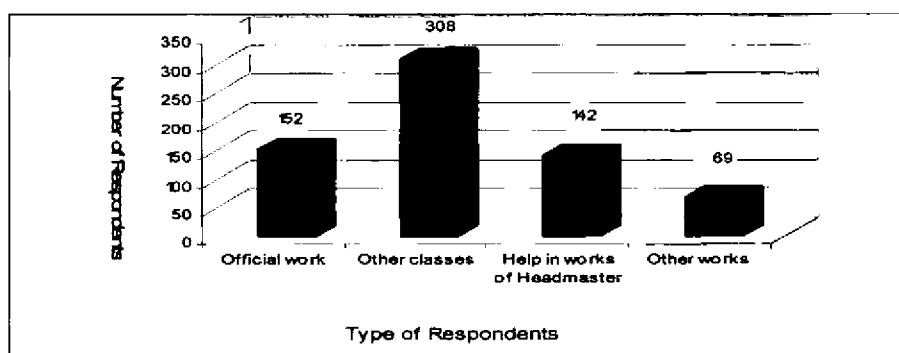


Fig. 33: Activities of library-in-charge in the school

6.2.2.14 Adequacy of the Services Provided by the Library

Being a social institution, a school or its library has to provide service to its community. Goodwill of a school library solely depends upon the service it provides to its users. But how far the librarians / library-in-charge could render satisfactory service to users is represented in Table 6.2.2.14

Response	Number of responses	Percentage
Yes	238	42.8
No	318	57.2
Total	556	100

Table 6.2.2.14: Adequacy of the service provided by the library

Out of the total responses from 556 librarians /library-in-charge, 318 (57.2%) respondents have the opinion that the service they provided to their users is not adequate. On the other hand 238 (42.8%) respondents are satisfied with their service.

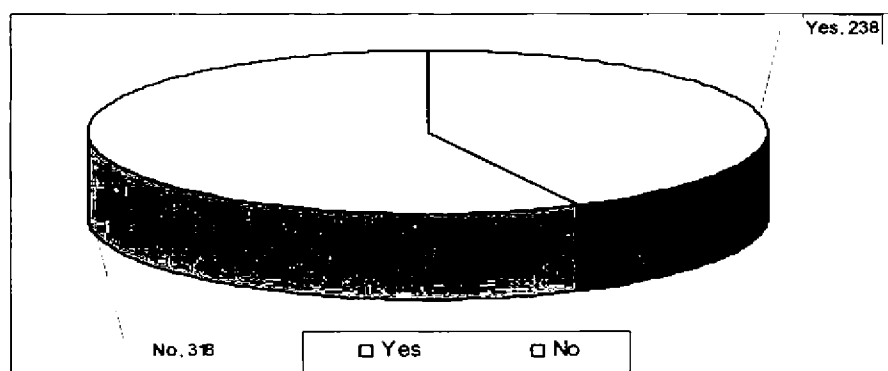


Fig. 34: Adequacy of the service provided by the library

6.2.2.15 Services to be performed by the Library-in-Charge

Satisfaction of the librarians /library-in-charges about the library service they provided to their users is represented in the Table 6.2.2.15. But what are the other services they wanted to give to the users in a school is presented in Table 6.2.2.15

Types of service	Number of responses	Percentage
Help students as wish	35	5.8
Teaching	16	2.7
Perform according to library rule	213	35.4
Service according to student's need	219	36.4
Service according to committee's need	29	4.8
Service according to teacher and staff need	30	4.9

Table 6.2.2.15: Services to be performed by the library-in-charge

Though the responses are mixed in nature, still they emphasise the services to be performed by them are services according to the need of the students (36.4%) or that of the need of the committee (4.8%). It may be performed according to the rule of the library (35.4%) or need of the teachers and staff (4.9%) etc.

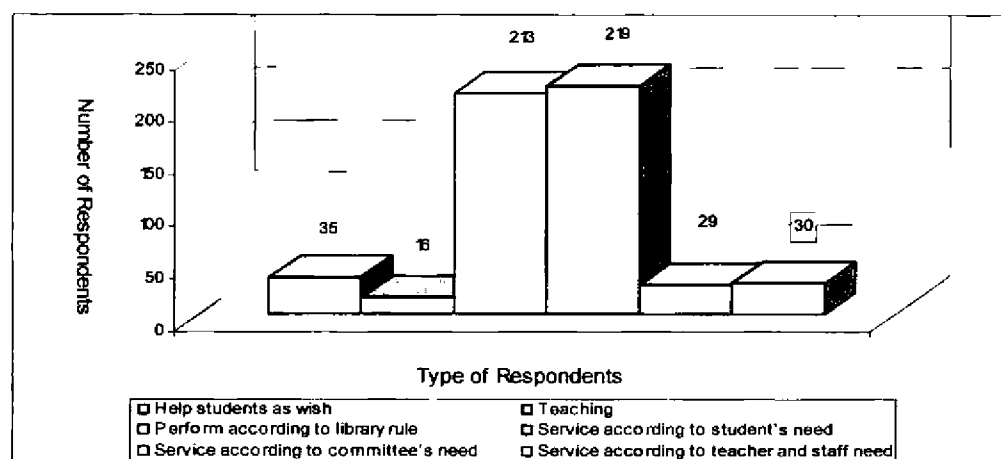


Fig. 35: Services to be performed by the library-in-charge

6.2.2.16 Problem Faced to Perform the Services

The librarians / library-in-charge in secondary school libraries in Bangladesh are either teachers or peons of represented schools, or in some cases they are appointed on contract basis. So, the problems they have to face are different from that of the librarians against permanent posts. However, Table 6.2.2.16 depicts the problems faced by the library-in-charge of secondary school libraries in Bangladesh.

Problems	Number of responses	Percentage
Money	334	55.6
Time	237	39.4
Supporting staff	52	8.6
Administration	77	12.8
Infrastructure	233	38.8
Other	23	3.8

Table 6.2.2.16: Problem faced to perform the services

It may be observed from the Table that most of the respondents face the problems of either scarcity of fund or its counterpart i.e. inadequacy of infrastructure. It is also seen from the Table that 237 respondents express that time is another problem they have been facing in the library. The simple reason to this problem is the part time nature of job or doing various other activities. Some respondents also face the problems from the administration (12.8%), where 52 respondents express the need for supporting staff in the library.

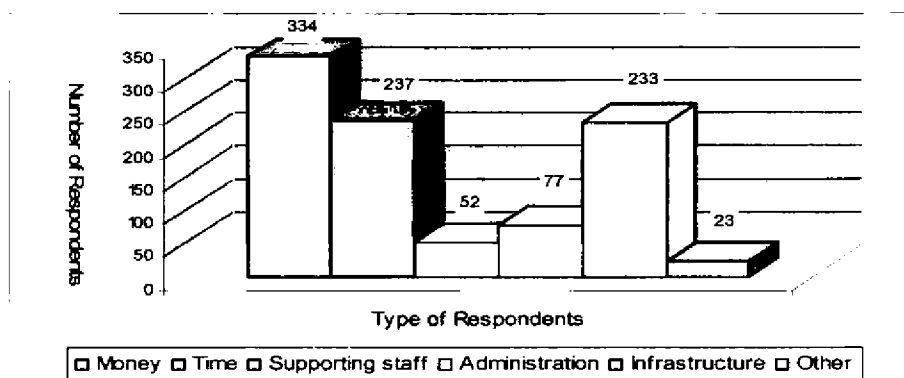


Fig. 36: Problem faced to perform the services

6.2.2.17 Opinion Relating to Feeling Librarianship as a Profession

Being a librarian or library-in-charge of a school library, what are the feelings of them about their profession have been presented in Table 6.2.2.17.

Opinion	No. of response	Percentage
Moderate	203	35.8
Good	169	29.8
Very good	195	34.4
Total	567	100.0

Table 6.2.2.17: Feeling of librarianship as a profession

It has been found that among 567 respondents, 169 (29.8%) of them have the opinion that they are feeling good about their profession, 203 (35.8%) response that their feeling is moderate and 195 (34.4%) respondents totally are not satisfied in their profession. It has been found from the study that the major sections of the respondents are not truly exist in library profession rather they are belongs to teaching or non-teaching community.

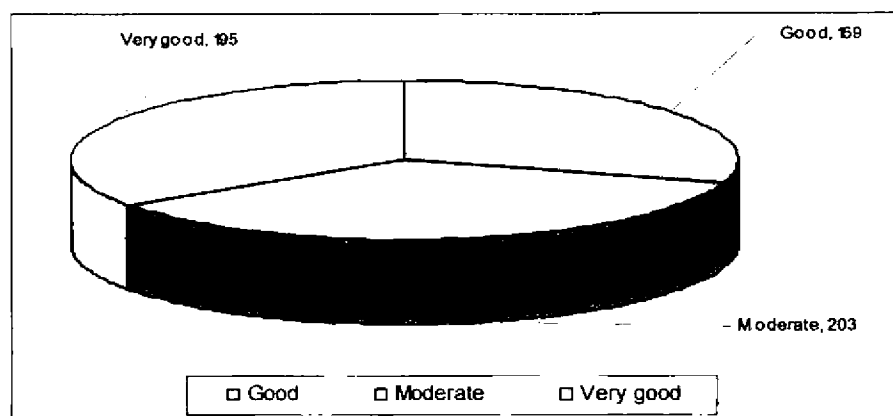


Fig. 37: Librarianship and the views of the respondents

6.2.2.18 Opinion Relating to Status of School Librarian

In any institution, each and every employee must have a status, which helps him/her to know about his/her authority and responsibility in the institution. Again this authority and responsibility of an employee help him to take proper policy decision and will also demarcate his power and function in the organization. So, the status of an employee not only helps him in his day-to-day activity but also assesses his power in decision making and also in many cases his respect and recognition in the institution.

Name of the Designation	Number of responses	Percentage
Assistant Teacher (library)	266	47.2
Librarian	241	42.8
Assistant Librarian	29	5.2
Library Assistant	27	4.8
Total	563	100.0

Table 6.2.2.18: Opinion relating to status of school librarian

To identify the status of a librarian in secondary school libraries in Bangladesh is not a very easy task, as there is no permanent post with specific pay structure of the above category employees. But the persons who are working in the above post either voluntarily or on contract basis are the right persons to identify the status of the post he serves. Here, there is also controversy among them, 266 (47.2%) out of the 563 respondents opined in favour of Assistant Teacher (Library), as they think that in the society the status of a teacher is above than that of a librarian. But 241 (42.8%) of them have the opinion that their designation will be librarian, where few of them are in favour of either Assistant Librarian or Library Assistant 56 (10%).

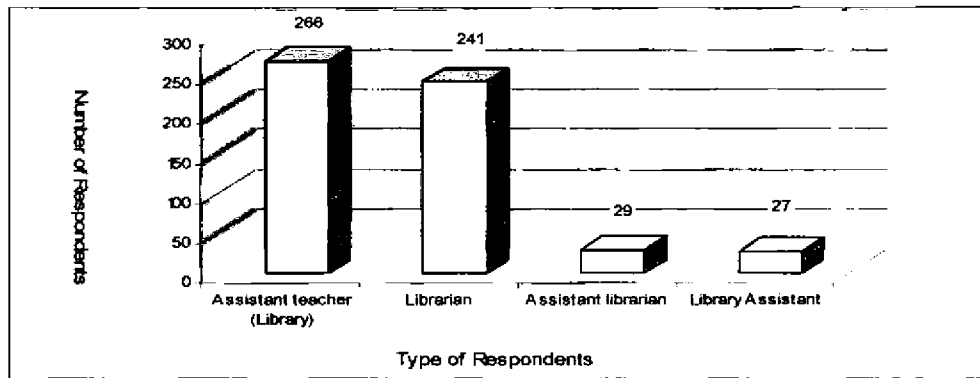


Fig. 38: Opinion relating to status of school librarian

6.2.2.19 Opinion Relating to Pay Scale of School Librarian

If librarians get the satisfactory pay scale, they will be more devoted to their service. There is a word in English “Good service, good salary.” To abide by the proverb, the librarians should be paid on a good scale. A question was asked what scale the librarians expected. The answers from the respondents are arranged in the following table.

Scale of pay	Number of responses	Percentage
4100-8820	114	20.7
5100-10360	252	45.6
6850-13090	186	33.7
Total	552	100.0

Table 6.2.2.19: Opinion relating to scale of pay of school librarian

Out of 602 questionnaires only 552 librarians or library-in-charges have responded to the above question. It reveals from the Table that, out of 552 respondents only 114 (20.7%) have the view that the pay scale of the librarian would be TK 4100-8820, which is equivalent to a graduate teacher without B. Ed (Bachelor of Education) degree in secondary school. Again 252 (45.6%) responded in favour of pay scale TK 5100-10360, which is equivalent to a graduate teacher with B Ed (Bachelor of Education) in the school. On the other hand, 186 (33.7%) respondents said that the scale should be TK 6800-13090, which is equivalent to the senior teacher in a school.

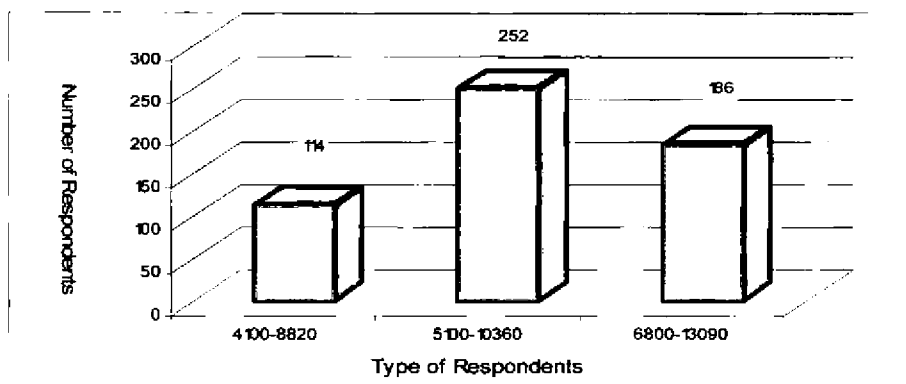


Fig. 39: Proposed scale of pay of librarians in secondary school

6.2.2.20 Awareness of the Recommendations of Education Commissions Report Regarding School Library

A number of Education Commission was established to accelerate and develop the education system of Bangladesh. The first one was Qudrat-E-Khuda Education Commission Report 1974, which recommended for the establishment of the library in the secondary schools of Bangladesh. The other Education commissions are:

- a. Md. Qudrat-E-Khuda Education commission Report 1974.
- b. Abdul Baten, Kazi Zafar Ahmed and Dr. Abdul Mazid Khan Education policy and Management (TV Speech) 1979, Interim Education Policy, Recommendation on National Education Commission Report 1979,
- c. Dr. Abdul Mazid Khan. Education policy management 1983 (TV speech for the Nation)
- d. Nur Uddin Almasud. Bangladesh National Education Commission Report 1987 (Examination & Evaluation),
- e. Mofiz Uddin Ahmad. Bangladesh National Education Commission Report 1988
- f. Prof. M. Shamsul Huq. National Committee an Education Policy 1997,
- g. Dr. Nazrul Islam. National Education policy 2000
- h. Prof. M. Moniruzzaman Miah. National Education Commission-2003,
- i. Prof. Kabir Chowdhury. Bangladesh Education Commission Report 2009.

Which were the set up to look at after the matter relating to total education policy of Bangladesh? However, in these reports they recommended the same thing about the school library as were given in Qudrat-E-Khuda Education Commission Report 1974. It is also mentioned in Qudrat-E-Khuda Education Commission Report that some of the schools in Bangladesh do not have any idea about necessity of the library in the schools.

Response	Number of responses	Percentage
Yes	174	31.3
No	382	68.7
Total	556	100.0

Table 6.2.2.20: Awareness of the education commission regarding school library

However, regarding the question of knowledge about Education Commission Report in Bangladesh, among librarians/library-in-charges, they have the view that out of 556 respondents, 174 (31.3%) express that they have a little knowledge about the Commission Reports. But the remaining 382 (68.7%) respondents have no knowledge about it. The most unfortunate fact is that the library remains the most careless part.

6.2.2.21 Views of Implementing the Recommendation of Education Commission

Regarding the question of the implementation of the recommendations of the Education Commission Report relating to school library the responses of the librarian / library-in-charges are organized in Table 6.2.2.21.

Response	No. of response	Percentage
Yes	286	47.6
No	74	12.3
Total	360	100.0

Table 6.2.2.21: Necessity for Implementation of the Recommendation

It reveals from the Table that only 360 (59.8%) librarians response to this question.

Again, among them 286 (79.4%) have the positive response and remaining 74 (20.6%) have negative answer to this question.

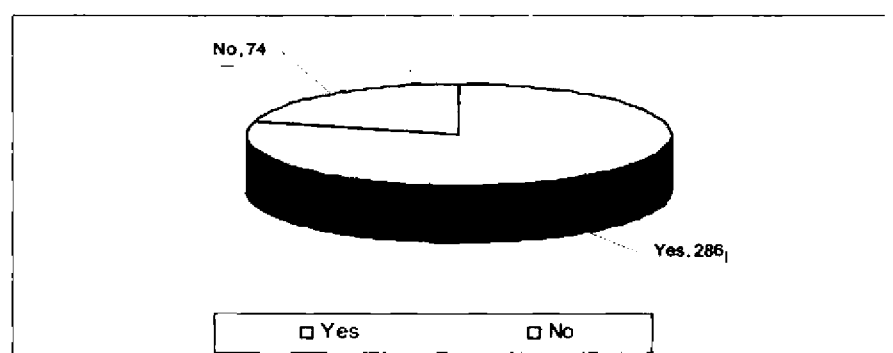


Fig. 40: Education Communication Report relating to school library and view of the respondents

6.2.2.22 Reasons for not Implementation of the Recommendations of Education Commission

The study tries to explore why the recommendations of Education Commission were not implemented. Four possible alternatives are brought out from the question, which are presented in Table 6.2.2.22.

Reasons	Number of responses	Percentage
Govt. did not take initiative	249	53.6
Not appropriate	40	8.6
Students did not accept it	9	1.9
Lack of infrastructure	167	35.9
Total	465	100.0

Table 6.2.2.22: Reasons for not implementation of the recommendation of education commission

From the Table it is evident that 249 (53.6%) respondents have the opinion that the Government has not taken any positive role for the implementation of the recommendation of Education Commission. On the other hand 40 (8.6%) and 9 (1.9%) have view that the recommendations of the Education Commission are not applicable at present and not acceptable to the students respectively. However, 167 (35.9%) have the opinion that due to the lack of infrastructure it is not possible to implement the recommendations.

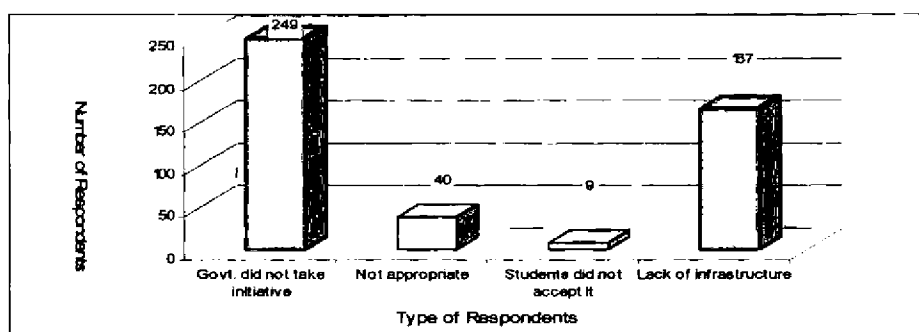


Fig. 41: Reasons for not implementation of the recommendation of education commission

6.2.2.23 Other Opinions of Library-in-Charge Regarding School Library

Opinions of the respondents in relation to some common questions are presented in the Table 6.2.2.23. It has been found that out of 602 respondents 528 (87.8%) have the opinion that the Government should issue Monthly Pay Order (MPO) to the school for the post of Assistant Librarian as per Non-government Institution Recruitment Rules dated 24.10.1995. Again, due to the lack of infrastructure in the schools 540 (89.8%) respondents are in favour of inter-library-cooperation. Out of the 602 respondents 561 (93.3%) wished to attend the district level seminar. But in the question of membership in professional bodies 35 (5.8%) answer that they are the members of LAB and BALID. It is very interesting to state that out of 602 respondents 210 (34.9%) have responded that there are public library near to their schools.

Opinion	Positive responses	Percentage	Negative responses	Percentage
Need of MPO enlistment	528	87.8	74	12.2
Need for inter-library cooperation in local level	540	89.8	62	10.2
Wanted to participate in district level seminar	561	93.3	41	6.7
Member of the LAB & BALID	35	5.8	567	94.2
Presence of public library near to school	210	34.9	392	65.1

Table 6.2.2.23: Opinion of library-in-charge regarding school library

6.2.3 Analysis of Data Collected from Teachers

If a school library has to play a part in the education in secondary schools, it will have to share a great responsibility with the teachers in view of the use of the library in schools. Cooperation between teachers and the school librarian is essential in maximizing the potential of the library service. But it is difficult for the inexperienced teachers or librarians to get a chance of attending the regular course of training in school librarianship, facilities to attend the workshop etc. The questionnaires were sent to the teachers' representative to know their awareness regarding library. The researcher has also tried to find out relevant problems and

their necessary solutions from the teachers representative for overall development of the secondary school library system in Bangladesh. However, the questions from the researchers and their possible answers for the Teachers Representative (TC) have been given below:

6.2.3.1 Information on School Library

Questions relating to general information regarding school library available from teachers' representative are enumerated in Table 6.2.3.1. Out of 602 questionnaires only 288 (47.8%) respondents respond to the question.

Response	Number of respondents			
	Yes	Percentage	No	Percentage
Availability of library in your school	251	87.1	37	12.8
If available whether students use school library	243	96.8	8	3.2
Facility to take class on library in school	83	30.5	189	69.5

Table 6.2.3.1: Information on School Library

So, it is clear that the remaining of 314 (52.2%) schools have no library of their own. Again, out of 288 schools, 251 (87.1%) schools have their library. In the question of their use of the school library by the students, 243 (96.8%) out of 251 respondents gave positive response. Again, it needs to take library class to acquaint the students with the library. But this habit has not been developed in the school. Because the result shows that out of 272 respondents only 83 (30.5%) gave the positive response.

6.2.3.2 Barriers to Library Education

Taking class on library helps the students tremendously to enrich their domain of knowledge. It also assists the students to know the many things related to use of a library. This will obviously familiarize the students with the world of knowledge. They will then try themselves to make their own views and opinions about new ideas and activities. It will create their self confidence and thus they will become self dependent.

Response	Number of respondents			
	Yes	Percentage	No	Percentage
Lack of computer and library furniture	256	93.1	19	6.9
Separate fund for library education	82	30.4	188	69.6
Whether electricity supply is adequate	198	72.3	76	27.7
Lack of awareness of student and their guardians	244	89.1	30	10.9
Scarcity of training of library teacher	265	96.0	11	3.9
Lack of books on library education	265	98.1	5	1.8

Table 6.2.3.2: Barriers to library education

It is evident from the Table that out of 274 respondents, 244 (89.1%) have the opinion that there is lack of awareness of students and their guardians about school library. But necessary prerequisites to develop this awareness among students or guardians are not satisfactory at all. For example, responses in favour of (a) lack of books on library education is 265 (98.1%), (b) scarcity of training of library-in-charge is 265 (96.0%), (c) separate fund for library education is only 82 (30.4%), (d) lack of computer and other library furniture are 256 (93.1%) and (e) even if, in the question of constant electricity supply, the favourable response is 198 (72.3). So, to develop the awareness among students, above mentioned constraints need to be overcome in a school library.

6.2.3.3 Opinions to Overcome the Barrier Factors to Develop Library Education in Schools

Possible constraints to initiate the library orientation programme in school have been given in Table 6.2.3.2. But what kind of facilities they need for the development of the said programme have been given in Table 6.2.3.3 Thus, it will help the students to get acquainted with library books and their uses, to find out their necessary information either from print or non-print media and ultimately which in turn will increase the reading habits of the students for development of their knowledge.

Opinion	Number of respondents	Percentage
Separate building	107	35.1
Separate room	69	22.6
Adequate fund	70	22.9
Adequate furniture	17	5.6
Adequate teacher	121	39.7
Adequate books	25	8.2
Budget	90	29.5
Awareness	86	28.2
Laboratory	92	30.2
Internet facility	134	43.9
Government initiative	30	9.8
Training	108	35.4

Table 6.2.3.3: Factors affecting library education in school

Other factors needed for the development of library education are adequate library-in-charge for the library, adequate fund, space, furniture, books etc. for the library. Necessary government initiatives, facility for training, developing the library awareness among the students are the other factors for the purpose.

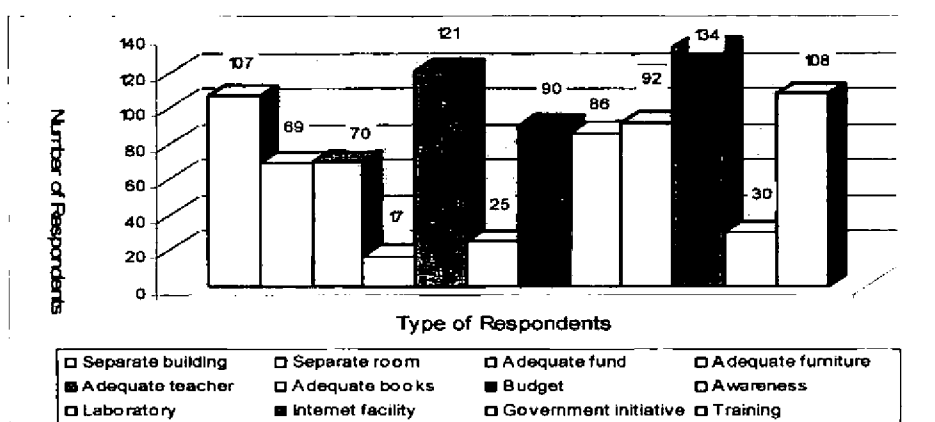


Fig. 42: Possible factors to overcome the library education

6.2.3.4 Recommendations for the Development of Library Education

Possible barriers for library education in schools as identified by the researcher and the factors needed to overcome those barriers have been given in Table 6.2.3.2 and Table 6.2.3.3 respectively. But the recommendations of the respondents for the development of library education in schools have been represented in Table 6.4.4

Opinion	Number of respondents	Percentage
Increase budget	27	8.8
Awareness	130	42.6
Recruitment of trained librarian	146	47.9
Laboratory facility	29	9.5
Books	146	47.9
Always keep open	106	34.7
Information technology	19	6.2
Include library time in class routine	25	8.2
Better pay scale	46	15.1

Table 6.2.3.4: Recommendation for development of library education

It is evident from the Table that most of the recommendations of the respondents are similar to those of the opinion received from them to overcome the barriers related to library education in secondary schools. However, the additional information received from there are – (1) the library will remain open during whole of the school hour, (2) there will be specific provision for library hour in class routine, (3) whatever may be the designation, the library-in-charge should be given suitable pay scale.

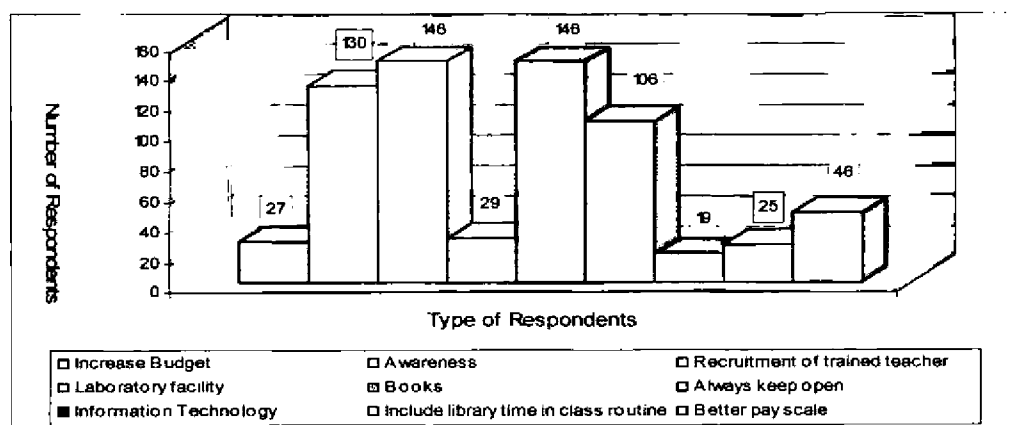


Fig. 43: Recommendation for development of library education

6.2.3.5 Whether Aware of Qudrat-E-Khuda Commission Recommendation on Library

The Qudrat-E-Khuda Education Commission is the first education commission in Bangladesh, which has given the vital importance on the school library. It has given a complete regulation on how the school library can perform its activity, what are the essential requirements for the library and others. Ultimately no previous governments have taken any steps for its implementation especially for the school library. Thus it remained under darkness still now. But the awareness of the teachers' representatives about the recommendations of the said commission may influence them to do better or at least to think better for the school library. Table 6.2.3.2 represents the opinion of those teachers' about the Qudrat-E-Khuda Education Commission.

Response	Number of respondents			
	Yes	Percentage	No	Percentage
Whether aware of the recommendation of Qudrat-E-Khuda Education Commission on library	125	47.2	140	52.8
Whether implemented the Qudrat-E-Khuda commission recommendation on library	14	5.7	232	94.3
Whether think the recommendation is sufficient	106	61.3	67	38.7

Table 6.2.3.5: Whether aware of Qudrat-E-Khuda Commission recommendation on library

It is very strange that most of the teachers are unaware about the recommendations of the Qudrat-E-Khuda Education Commission Report on the library. Table 6.2.3.5 shows that 140 respondents are the members of this group, 232 respondents say that the recommendations have not yet been implemented. Again, to the question of adequacy of the said commission report, 106 (61.3%) out of 173 respondents have the positive response and 67 (38.7%) have a

negative view. Though, a question may be arisen that how the 48 respondents have made their opinion, when they have no knowledge about the commission reports.

6.2.4 Analysis of Data Collected from Students

The role of the school library is to promote good citizenship, and to secure unity of the country in view of the importance of the present day education upon the development of the whole child. The library provides better materials for study and teaching for citizenship and ultimately provides personality development of a student. Social guidance programme in the library helps the student to understand himself in relation to group organization and in respect of living at home, in school and in community. For this, it needs to collect information from the students, as they are the ultimate users of a school library. The following tables are prepared on the basis of the data collected from the students showing their attainment, needs, attitude and views about school library.

6.2.4.1 Distribution of Student Respondents According to Their Class

In order to collect data, a set of questionnaire was sent to the head of the institution. The specific portion of the questionnaire was filled up by those students who have been selected by the headmaster. So, the researcher has no role during the selection of sample.

Class	Number of respondents	Percentage
Class VI	2	0.7
Class VII	6	2.1
Class VIII	29	10.0
Class IX	72	24.7
Class X	182	62.5
Total	291	100.0

Table 6.2.4.1: Distribution of students responded according to their class

However, Table 6.2.4.1 shows that most of the information are collected from the students of class X and which is about 62.5% of the total population. Again from class VIII and IX the number of respondents are 29(10.0%) and 72(24.7%) respectively. The respondents from other classes are reasonably negligible.

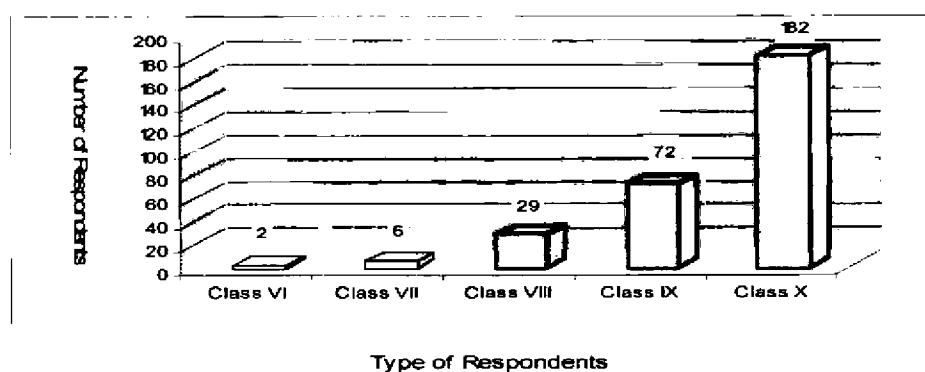


Fig. 44: Distribution of students responded according to their class

6.2.4.2 Age Distribution of the Respondents

Distribution of student respondents according to their class of teaching has been given in Table 6.2.4.1. But the distribution of those students by their age is given in Table 6.2.4.2.

Age Group	Number of respondents	Percentage of respondents
10-12	13	4.5
13-15	266	91.4
16-18	12	4.1
Total	291	100.0

Table 6.2.4.2: Age distribution of the respondents

It reveals from the table that the most of the students (91.4%) respondents are belong to the age group of 13-15 years. The number of students below and above of that age group is 13 (4.5%) and 12(4.1%) respectively.

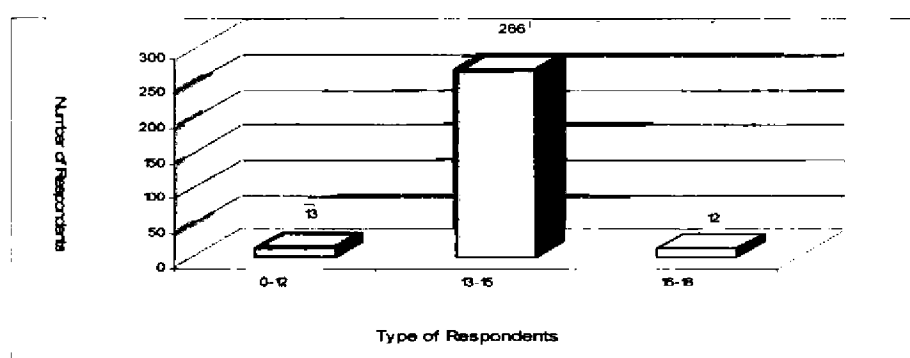


Fig. 45: Age distribution of the respondents

6.2.4.3 Existence of Library in the School.

Though the researcher sent a total of 928 set of questionnaire to 928 secondary schools in Bangladesh, but he received only 602 filled up questionnaire from the headmasters. These 602 questionnaires are not complete sets, because the researcher has not received 602 questionnaires each separately from the 4 category of respondents. Likewise, to the question of existence of library in the school, only 291 students have given their opinion.

Response	Number of respondents	Percentage
Yes	258	88.7
No	33	11.3
Total	291	100.0

Table 6.2.4.3: Existence of library in the school

However, among the 291 respondents, 258 (88.7%) students have the opinion that they have library in their school, whereas, 33 (11.3%) students have said that there is no library in their school.

6.2.4.4 Opening Hours of the School Library

In response to the question of opening hours of the library, it is evident from Table 6.2.4.4

that 179 (69.4%) respondents have said that in their school the opening hours of both school and library is the same.

Time of Opinion	No. of respondents	Percentage of respondents
School working hours	179	69.4
Closing period	17	6.6
One hour before class starting	20	7.8
Tiffin time	40	15.5
Don't open	2	.8
Total	258	100.0

Table 6.2.4.4: Distribution if library opening hours of the school

This response in favour of ‘closing period’, ‘one hour before the starting of the class’ or that of the “Tiffin time” is 17 (6.6%), 20 (7.8%) and 40 (15.5%) respectively. Again, only 2 (0.8%) respondents have said that though there is a library in their school, but they remain closed for all time.

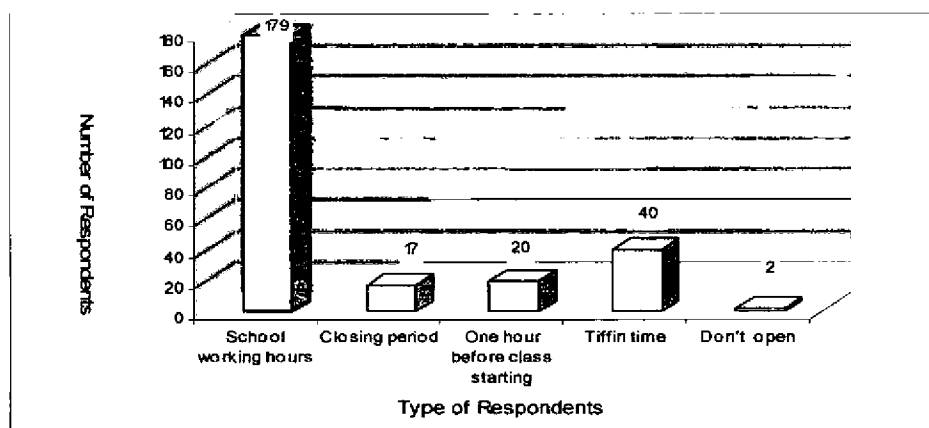


Fig. 46: Distribution if library opening hours of the school

6.2.4.5 Types of Books Available in the Library

Availability of books in a school library expands the domain of knowledge of the learners. A school library contains different kinds of books such as text books, books on history, story books, and reference books and some other non-book materials like, maps, atlases etc.

Types of books	Number of respondents	Percentage of respondents
Text books	193	75.1
Story books	233	80.3
Reference books	203	78.7
Others	194	75.5

Table 6.2.4.5: Types of books available in the school library

Table 6.2.4.5 shows that out of 258 respondents who have library in their school, 193 (75.1%) have responded that text books are available in their school library, 233 (80.3%) have said that there are story books in their school library and 203 (78.7%) have the opinion that in their school library some sort of reference book are also available. One thing may be pointed out from this table that there are some school libraries where only story or reference books are available.

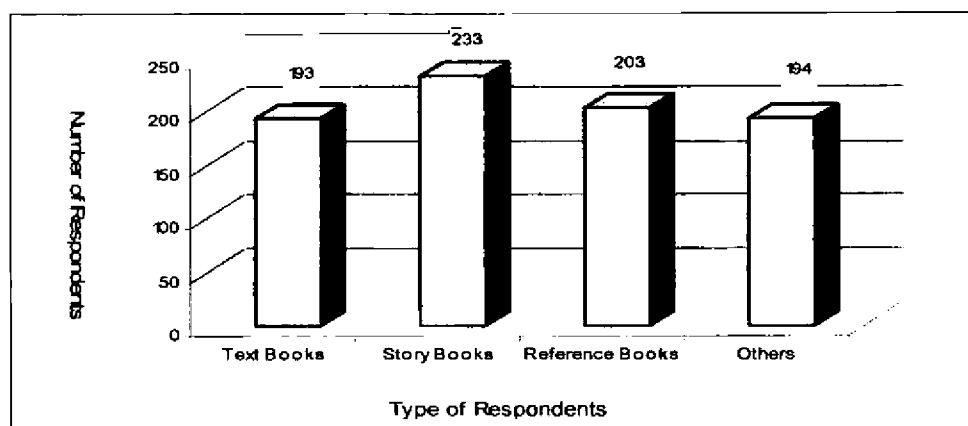


Fig. 47: Types of books available in the school library

6.2.4.6 Types of Books Required by the Users

In response to the question of the types of books required by the users, the opinions of the students are represented in Table 6.2.4.6. It reveals from the Table that 136 (52.7%) students require story books, 90 (34.9%) require books on bibliography, 87 (33.7%) students prefer science books, 81 (31.4%) students want text books, 52 (20.2%) students desire religious books etc. Preferences of the maximum students are in favour of story books and the books on religion. The Table also represents the preference of the students for the types of books they require in descending order.

Types of Books	Number of respondents	Percentage
Text Books	81	31.4
Story Books	136	52.7
Newspaper	18	7.0
Biography	90	34.9
Dictionary	18	7.0
Science	87	33.7
Discovery	3	1.2
History book	10	3.9
Religious book	52	20.2
Research paper	22	8.5
Computer	4	1.6
Journey	34	13.2
Reference	49	19.0
General knowledge	18	7.0
Freedom fight	9	3.5
Others	34	13.2

Table: 6.2.4.6 Types of books required by the users

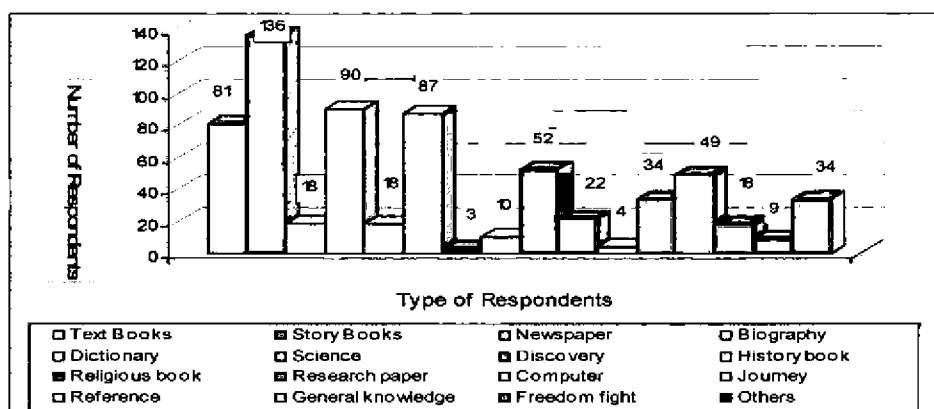


Fig. 48: Types of books required by the users

6.2.4.7 User Satisfaction Regarding Library Service

There are many factors in a library which can satisfy a user. Again, the level of satisfaction may vary from person to person. But there are some factors of satisfaction which are common for most of the users in a library. One of such factors probably is the selection of books from the stack personally.

Opinion	Number of respondents				Total
	Yes	Percentage	No	Percentage	
Gets book personally	215	83.3	43	16.7	258
Satisfied on present service	137	53.1	121	46.9	238

Table: 6.2.4.7 User satisfaction regarding library service

From Table-6.2.4.7 it is evident that out of 258 respondents, 215 (83.3%) students have the opinion that they select their books personally from the stack, but 43 (16.7%) respondents are unable to select their books themselves from the stack. Again, to the question of satisfaction of library service at present 137 (53.1%) say that they are satisfied, whereas 121 (46.9%) students are not satisfied with the present service of the library.

6.2.4.8 Problems Faced by the Users in the Library

School libraries in Bangladesh are facing various problems, like I, library personnel, books and others library materials, space, scarcity of fund and also other infrastructural facilities. But how far these problems are faced by the students or which problems they face more than other problems are represented in Table 6.2.4.8

Problem faced by the users	Opinion of respondents	Percentage
Library is not open available	56	21.7
Necessary books are not available	135	52.7
Librarian does not want to give books	14	5.4
No helps are available from librarian	7	2.7
Total	212	100.0

Table: 6.2.4.8 Problems faced by the users in the library

The most significant problem to them is the lack of desired books in the library, out of 212 opinions, 56 (21.7%) respondents say that they are unable to use the library as the library remains closed for all day long, 14 (5.4%) respondents have the opinion that librarians do not want to give books, 7(2.7%) respondents feel unhappy as there is no personnel in the library from whom they may get help.

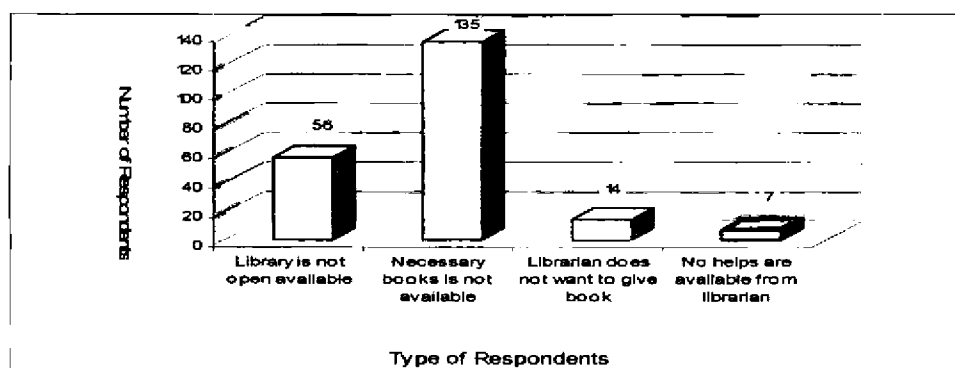


Fig. 49: Problems faced by the users in the library

6.2.4.9 Library Services Needed by the Users

Problem faced by the students in school library has been shown in Tables 6.2.4.7 and 6.2.4.8. But which services are preferred by the students in a library has been presented in Table 6.2.4.9.

Required needs of the user	Number of respondents	Percentage of respondents
All time open for service	132	51.2
Availability of books to support curriculum	108	41.9
Availability of reference books	120	46.5
Popular story books for home	118	45.7
Other books	44	17.1

Table: 6.2.4.9 School library service and user needs

It has been found from Table 6.2.4.9 that a maximum 132 (51.2% of opinion) students want that the library should remain open through out the school time. 120 respondents preferred availability of reference books in the library, 118 students want home issues of popular story books, 108 respondents require text books which help them to their academic activity, but 44 respondents have other preference.

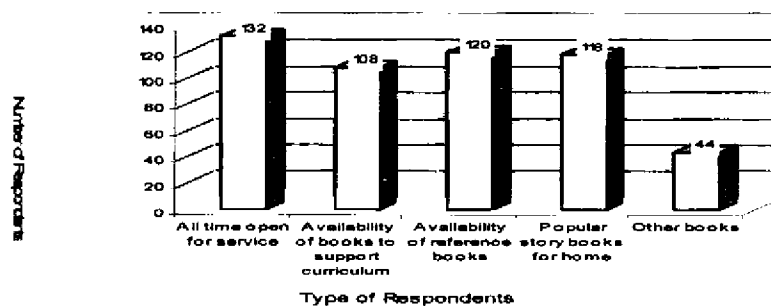


Fig. 50: School library service and user needs

6.2.4.10 Conception of the Students about their School Library

Out of 291 student's respondents, only 258 students have said that they have library in their schools. But to know the conception of the library from the students some alternatives were given to them, out of 258 respondents, 252 responses are in favour of the room with books with reading and lending facilities. The other responses are negligible. A few of them have the opinion that it includes the teachers' common room, office store room, and the room of the headmaster or in any other form. Though it is satisfactory about the conception of the library among students, still some of the students are affected by the actual position of a library in a school.

Opinion about school library	Number of respondents	Percentage of respondents
Teachers common room	1	0.4
Office store room	1	0.4
Headmaster room	2	0.8
Reading and circulation room	252	97.7
others	2	0.8
Total	258	100.0

Table: 6.2.4.10 Conception of the users about school library

Table 6.2.4.10 points out different recommendation, 252 respondents out of 258 support reading and circulation room, 1 (0.4%) for office store room and another 1 (0.4%) for teachers' common room.

6.2.4.11 Availability of Internet Facility in the School Library

To the question of availability of internet connection in the school library, it is evident from 6.2.4.11 that there is no internet connection in the secondary school library in Bangladesh.

Opinion for internet facilities	Number of respondents	Percentage
No	258	100.0

Table: 6.2.4.11 Available internet facility in

Table-6.2.4.11 reveals the fact that 258 respondents out of the same number of respondents feel the bare necessity of Internet service in the school library.

6.2.4.12 Benefits of Internet Connection in School Library

To assess the awareness among the students about the internet facilities table 6.5.12 has been prepared on the basis of the opinions of the students.

Types of benefits	Number of opinions	Percentage
Internet browsing	40	15.5
To send message home and abroad	62	24.0
To know about new subject	235	91.1
Chat with friends	13	5.0
Others	12	4.7
Total	362	

Table: 6.2.4.12 Benefits of available internet connection in school library

Here we see that 235 students state that it can help them to know new ideas, 62 students say about the e-mail facilities, 40 students have the concept of browsing the internet and others. So, it is found from the table that through most of the schools have no library of their own and though the students have not received any internet facilities from the school still they have some sort of awareness about internet.

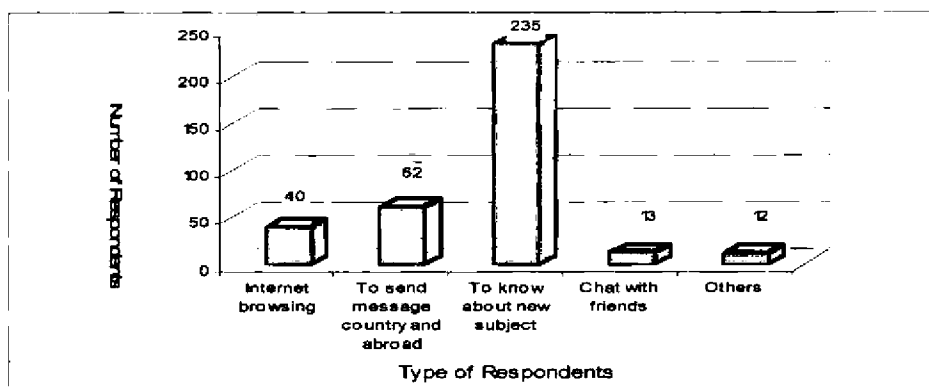


Fig. 51: Benefits of available internet connection in school library

6.2.4.13 Expectation Services of the Users from the School Library

The users have always an expectation from school library service. They like getting utmost service from the library.

Required needs of the user	Number of respondents	Percentage of respondents
Availability of text books	114	44.2
Facility to read book during leisure period	190	73.9
To know related subject from internet	116	45.1
Chat with friends	9	3.5
Others	11	4.3

Table 6.2.4.13 Expectation services of the users from the school library

Table 6.2.4.13 brings the light that out of 440 respondents, 190 (73.9%) demand the facility to read books during leisure period, 114 (44.2%) for text books, availability, 116 (45.1%) want new things from internet, only 11 (4.3%) out of 440 like to chat with friends.

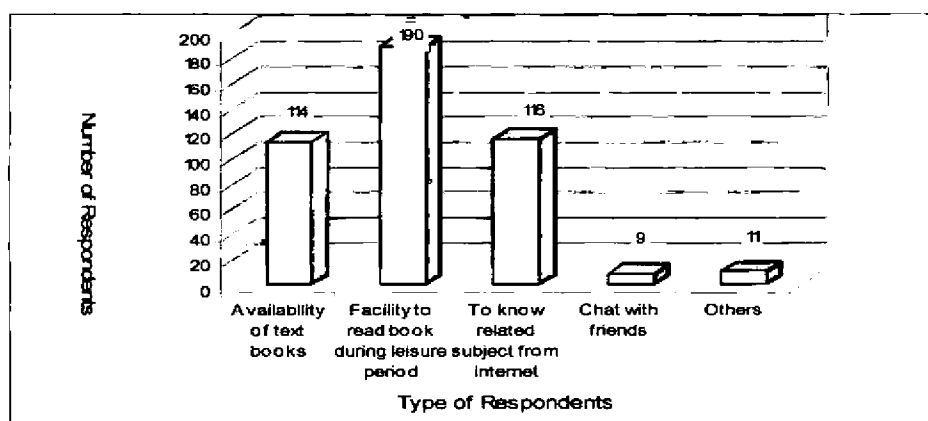


Fig. 52: Expectation services of the users from the school library

6.2.5 Analysis of Data Collected from USEO & DEO

The junior secondary and secondary education is administered by the Directorate of Secondary and Higher Education (DSHE) headed by a Director General. The directorate has 9 Regional Offices headed by the Regional Deputy Directors (DD) and 64 district offices in each district headed by the District Education Officer (DEO). Also in each Upazila there is an Upazila Secondary Education Office headed by Upazila Secondary Education Officer (USEO). Through direct supervision of Regional Deputy Directors at the district level District Education Officer and at the Upazila level Upazila Secondary Education Officer are vested with the responsibilities of supervision, control and management of secondary education at the district and Upazila levels respectively. For this reasons questionnaires sent to DEO and USEO to know their attitude towards the planning and development to use the library. To know the facilities they offer to users and also to know what types of facility the aspect from the school library for betterment their academic standard.

6.2.5.1 Response Regarding the Necessity of Library in Secondary Schools

School Library opens a new world of spiritual and cultural adventure for the Children; for the teachers it is a place of abundant resources and power. So the necessity of school Library is of great importance in the secondary Schools. To know the view of DEOs and USEOs a questionnaire was send to them, whose result is expounded in Table 6.2.5.1

Response	Type of response			
	DEO		USEO	
	No. of respondent	Percentage	No. of respondent	Percentage
Yes	40	100.0	225	100.0

Table: 6.2.5.1 Necessity of library in secondary school

Both the DEOs and USEOs are strongly in favour of establishing school library or upgrading the existing ones. 100% respondents of both sectors agree with the fact that secondary schools must have libraries.

6.2.5.2 Response Regarding Designation of the of Post Library in Charge

It is already mentioned in Table 6.3.18 that there are no designated posts for the library in charge in the secondary school libraries in Bangladesh. So an effort was made before the DEOs and USEOs, what designation they think, they are likely to address to the library in charge.

Types of designation	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Assistant Teacher (library)	20	55.6	108	49.3
Librarian	8	22.2	42	19.2
Assistant librarian	4	11.1	30	13.7
Library assistant	4	11.1	39	17.8
Total	36	100	219	100

Table-6.2.5.2 Designation of the Post Library in Charge

Here we also see a controversy. However, the majority gives opinion that the status of a school librarian should be equal to that of an assistant teacher. Out of 36 DEOs, 20 (55.6%) have opined that the designation of a school librarian should be Assistant Teacher (Library). On the other hand, among 219 USEOs 108 (49.31) conceive the same opinion. Only 8 DEOs (22.2%) are of the opinion that the post should be 'Librarian' while 42 USEOs (19.2%) believe so. A few number of DEOs and USEOs are in favour of Assistant Librarian or Library Assistant position.

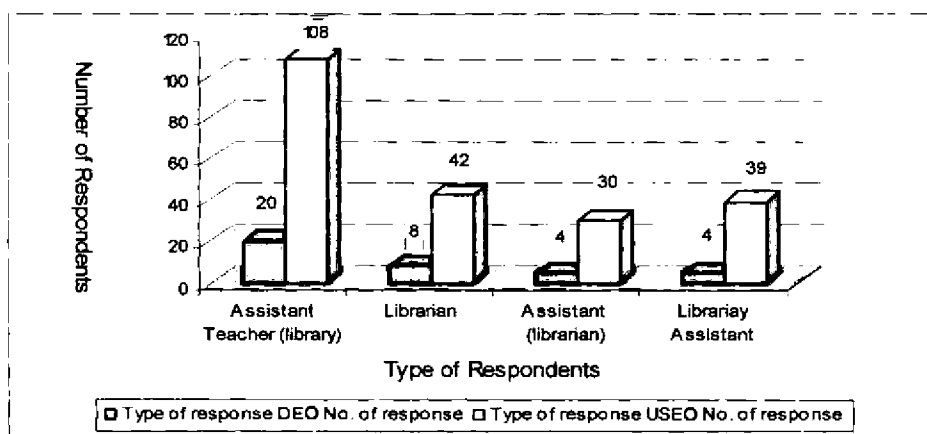


Fig. 53: Designation of the post library in charge

6.2.5.3 Expected Pay Scale of the Librarian

Keeping in view the importance and utility of the school library in the educational programme of the school, the Qudrat-E-Khuda Education Commission Report 1974 has recommended that in the services of a whole-time, highly qualified and trained librarian is required, he should be placed as par with other senior teachers in pay and status. What should be the range of salary of a librarian for their effort? In this respect the DEOs and USEOs have made the following responses.

Types	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
6850-13090	12	30	18	8.3
5100-10360	24	60	138	63.9
4100-8820	4	10	60	27.8
Total	40	100	216	100

Table: 6. 2.5.3 Expected pay scale of the librarian

The table shows that most of the DEOs and USEOs (60% & 63.9% respectively) have suggested that the salary scale of a librarian should be Tk 5100-10360 as basic. It is the standard scale for the assistant teachers of secondary schools. Some of them (30% of the DEOs & 3% of USEOs) have emphasized on the scale of tk. 6850-13090. However, a few of them (10% DEOs & 27.8% USEOs) have suggested as the scale of Tk. 4100-8820. This controversy is also evident in Table 6.3.19. Here the librarians have made their demand for their work. We have found that 45.6% library in-charges have asked for the scale of Tk 5100-10360 as their basic pay. 33.7 % are in favour of Tk 6850-13090 scale and only 20.7% for Tk 4100-8820. So the standard scale for a librarian can be fixed as Tk. 5100-10360 as basic equivalent to the assistant teacher with B Ed degree.

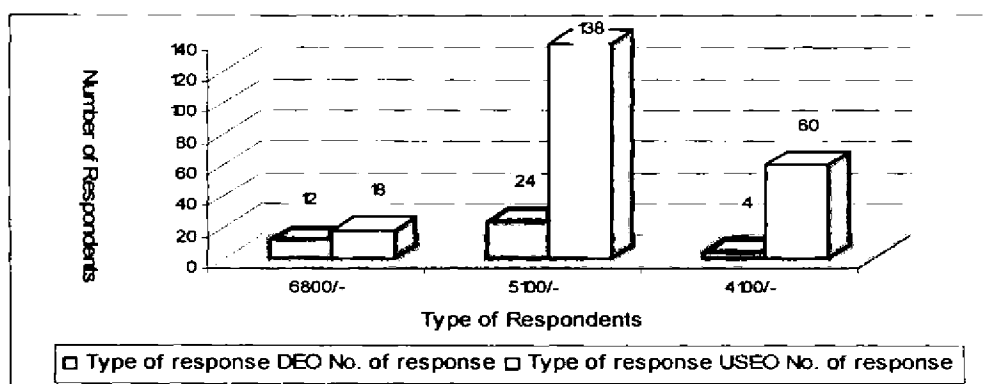


Fig. 54: Expected pay scale of the librarian

6.2.5.4 Response Regarding Number of Staff Required for School Library

The richness and quality of the library provision depend upon staffing resources available within the school library. The term 'staff' means, in this context, qualified librarians and library assistants. How many staff is needed for maintaining a library in the proper way the following information is supposed by the respondents.

Types	Type of responses			
	DEOs		USEOs	
	No. of response	Percentage	No. of response	Percentage
1 Person	12	30	120	53.3
2 Person	12	30	87	38.7
3 Person	12	30	9	4
No Need	4	10	9	4
Total	40	100	225	100

Table 6.2.5.4: Number of staff required for school library

The Table shows mixed opinions. Here 40 DEOs and 225 USEOs have given their opinion. Most interesting, 12 DEOs (30%) supported for 1 person, other 12 opined for 2 persons and again 12 among the rest suggested for 3 persons. Unfortunately 4 respondents opined for none as library personnel. On the other hand, 120 USEOs who are 53.3% of the respondents suggested for 1 person in the library. Whereas 87 of the USEOs (38.71) asked for 2 persons, 30 for 3 persons and no person needed are answered by 9 persons. But it should be remembered that one man can no way operate all the works in the library.

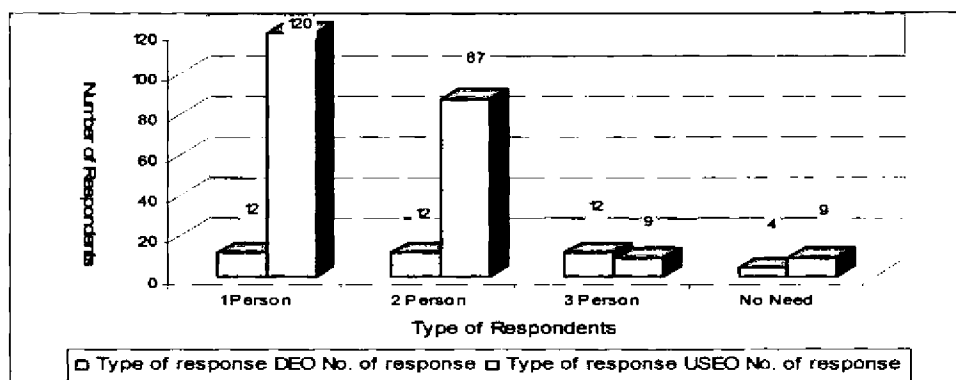


Fig. 55: Number of staff required for school library

6.2.5.5 Minimum Collection in School Library According to DEOs & USEOs

According to the recommendation of the Qudrat-E-Khuda Education Commission Report, a school should have a minimum number of 2000 books in their school library. The DEOs and USEOs have their own opinion in this regards. The following data represents the responses made by the DEOs and USEOs, about the minimum number of books required for a school library.

No. of books	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
2000	16	44.4	12	5.3
3000	20	55.6	87	38.7
4000	0	0	45	20
5000	0	0	81	36
Total	36	100	225	100

Table 6.2.5.5: Collection in school library according to DEO & USEO

Among the respondents there are 36 DEOs and 225 USEOs. The Table shows that maximum members of the respondents have suggested for 3000 copies of books in a school library. This suggestion is made by 20 DEOs (55.6%) and 87 USEOs (38.7%), whereas 44.4% of DEOs and 5.3% of USEOs are in favour of the recommendations of Qudrat-E-Khuda commission. Here is a big contradiction among the DEOs and USEOs. Again 20% of USEOs have opined for 4000 books in the school library and 36% of them for 5000 books. However, there is a big gap between the number of books must have in the school library and its physical number at present.

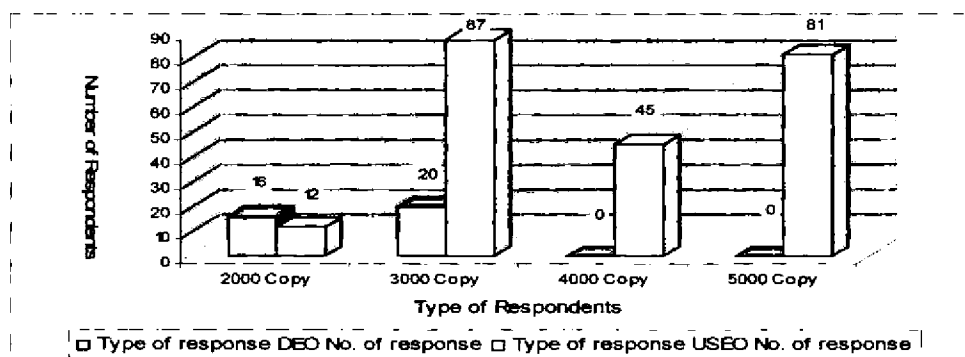


Fig. 56: Collection in school library according to DEO & USEO

6.2.5.6 Percentage of Types of Book Collection in the School Library According to DEOs & USEOs

A question was kept before the DEOs and USEOs about how many books and of what types should be in school libraries. A variety of responses came in reply. The answerers are presented in the following table.

Types of books	Number of respondents	Percentage of respondents
Text Books		
5 %	1	1.4
10 %	3	4.3
20 %	7	10.1
25 %	7	10.1
30 %	7	10.1
35 %	4	5.8
40 %	10	14.5
45 %	2	2.9
50 %	22	31.9
60 %	6	8.7
Reference Books		
5 %	1	1.4
10 %	6	8.7
15 %	2	2.9
20 %	21	30.4
25 %	12	17.4
30 %	20	29.0

Types of books	Number of respondents	Percentage of respondents
35 %	2	2.9
40 %	2	2.9
50 %	1	1.4
70 %	1	1.4
80 %	1	1.4
Story/Novels		
10 %	15	21.7
15 %	11	15.9
20 %	17	24.6
25 %	10	14.5
30 %	7	10.1
40 %	4	5.8
50 %	4	5.8
75 %	1	1.4
Others		
5 %	10	14.5
10 %	34	49.3
15 %	9	13.0
20 %	11	15.9
25 %	3	4.3
30 %	2	2.9

Table: 6.2.5.6 Percentage of types of book collection according to DEO & USEO

The Table 6.2.5.6 shows that the majority of the respondents separately in each category of books have the view that the percentage of text book, reference books, story / novel books and other category of books would be 50%, 20%, 20% and 10% respectively.

However, the requirement of the users i.e. the students of the library is different. The Table 6.2.5.6 shows that 52.7% users are in favour of keeping story books in the library. Again 34.9%, 33.7% and 31.4% of users are in favour of biography, science and text books respectively.

6.2.5.7 Requirement of Extra Grant for the School Library

It has already been observed that the fund position of the library is not adequate. Therefore extra grant has been demanded by the library professionals as well as other categories of respondents. The same question was put before the DEOs and USEOs. Their answers are represented in table 6.2.5.7

Types	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Yes	40	100	216	100

Table: 6.2.5.7 Requirement of extra grant for the school library

Among the respondents 40 are DEOs and 216 are USEOs. All of the DEOs and USEOs have disclosed that libraries need extra grant for its smooth operation.

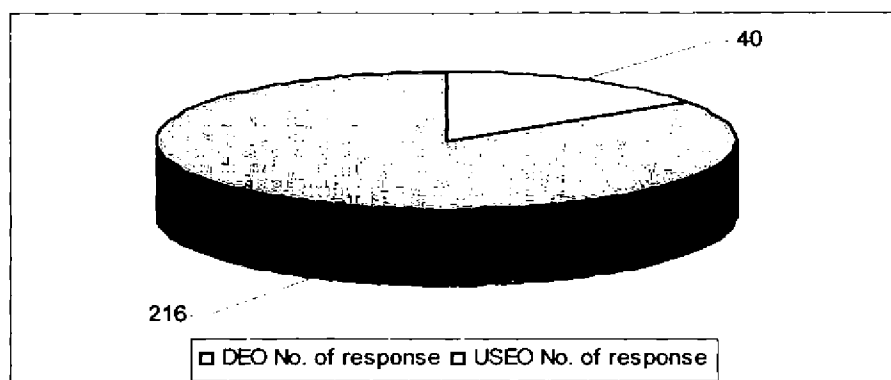


Fig. 57: Requirement of extra grant for the school library

6.2.5.8 Responses Regarding Annual Grant for the School Library

The DEOs and the USEOs were sent a question to know their view about yearly grant for smooth running of a school library. The answers are demonstrated in Table 6.2.5.8.

Amounts	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
10,000-20,000	8	20	51	22.6
20,000-30,000	24	60	87	38.7
30,000-40,000	0	0	54	24
40,000-50,000	4	10	33	14.7
Total	36	90	225	100

Table: 6.2.5.8 Distribution of library annual grant for the school

The Table reveals that among of the respondents 24 (60%) DEOs and 87 (38.7%) USEOs have certified that Tk.20000-30000 is needed per year for maintaining a school library. Whereas, 8 (20%) DEOs and 51 (22.6%) USEOs think that Tk.10000-20000 per year is enough for library operation. Interestingly 54 (24%) USEOs consider that the amount should be Tk.30000-40000 per year but which is not supported by any DEOs. However, 4 (10%) DEOs and 33 (14.7%) USEOs are in favour of Tk.40000-50000 as the operational cost of a school library. Here lies a great contradiction between the expectation of the librarians and the suggestion given by the DEOs and the USEOs. In Table 6.2.1.14 the majority of the respondents (41.9%) asked for Tk. 50000 per year for the operational and maintenance cost. It should be wise to consider the demand of the persons who are directly involved in library

operation and maintenance. They know all the pros and cons of library operation and its maintenance.

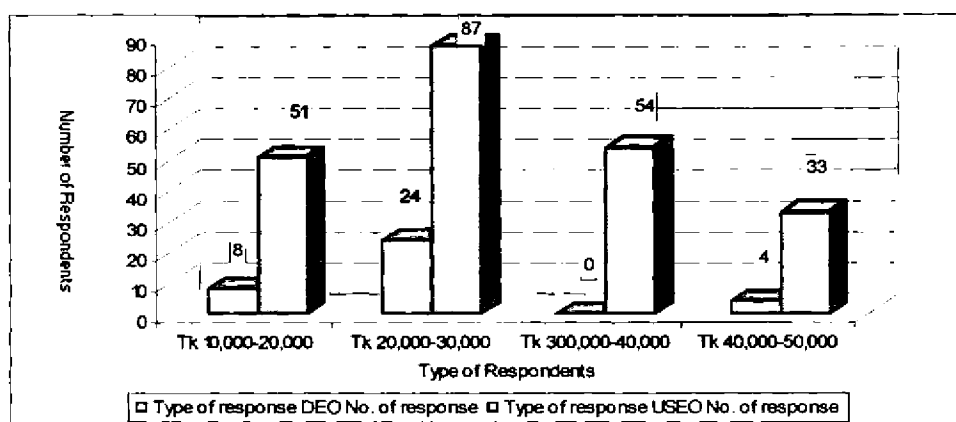


Fig. 58: Distribution of library annual grant for the school

6.2.5.9 Expectation of Library Service from Secondary School in Future

The DEOs and the USEOs were asked to know what services they expect from the school library. The answers are tabulated in the following table.

Types	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Enough Text Books	4	10	117	34.2
Internet/Email service	12	30	66	19.3
Modern reference books	8	20	87	25.4
Audio-visual library service	16	40	51	14.9
Others	20	50	21	6.2
Total	60	150	342	100

Table: 6.2.5.9 Library service from school under study in future

A mixed response has come out in reply to the question. 117 (34.2%) USEOs expect to provide enough text books as the primary service of school library while only 4 (10%) DEOs supported it. Again 20 (33.3%) DEOs answer for other service while 21 (6.2%) USEOs are in favour of it. In regard to internet/e-mail services of the school library both the number of DEOs and USEOs have the same opinion. 12 (20%) DEOs and 66 (19.3%) USEOs views for the answer that library should provide internet/e-mail service. On the other hand 8 (13.3%) DEOs and 87 (25.4%) USEOs opine for modern reference books providing service. However, 16 DEOs (26.6%) and 51 (14.9%) USEOs favour audio-visual library service. In the meantime, the expectations of the users, presented in Table 6.2.4.13, are mostly for facility of reading books in leisure period. This service is demanded by 73.9% respondents. On the contrary 45% want internet facility and 44.2% expect to have text books available in the

school library. Thus, we can see a contrast between the expectations of the DEOs and USEOs and the users of the library.

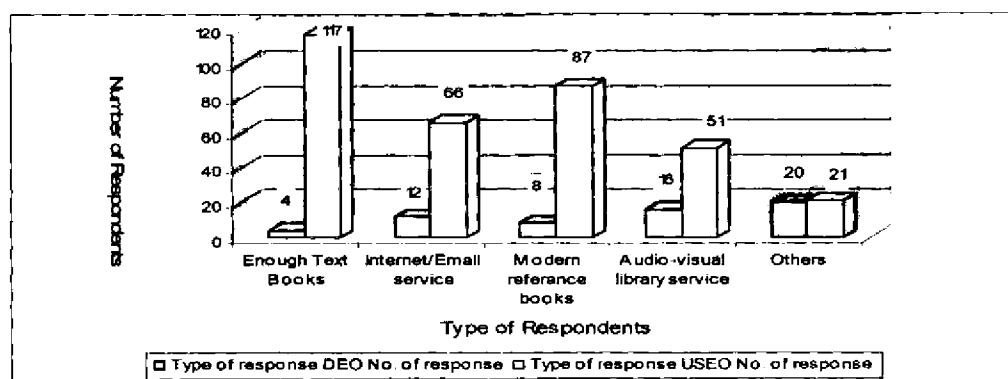


Fig. 59: Library service from school under study in future

6.2.5.10 Responses Regarding Role of Libraries in Secondary Education

With the changing concept in a new era of education after independence of the country in 1971, the secondary school library as a repository of all kinds of learning material has been recognized as a valuable instrument of formal agencies of education. As such, it is necessary to reorganize the secondary school library and to orient the young generation to a fuller appreciation of the use of recorded knowledge kept in the library. The need of the hour is, therefore, the important part secondary school libraries play in national service and the recognition of the necessity of joint efforts of teachers and librarians to make the school library as efficient as possible.

Opinion	Types. of respondents							
	DEO				USEO			
	Yes	Percent age	No	Perce ntage	Yes	Perce ntage	No	Percent age
Hamper the education without library	40	100	0	0	216	96	9	4
Involvement with education administration, planning and development of school library.	36	90	4	10	219	97.3	6	2.7
Whether any role of DEO & USEO for development school library	36	90	4	10	219	97.3	6	2.7
Whether any role of library in development of quality education	28	70	8	20	225	100	0	0
Have you any idea about post of assistant librarian according to 24.10.1995 policy	14	35	16	40	162	72	21	28

Table: 6.2.5.10 Responses regarding role of libraries in secondary education

Opinions of the USEO & DEO were sought regarding role of library librarians in secondary education. In reply, 96.0% agree that education is affected. 97.3% of the respondents recommended for library development and USEO may contribute a major role for the development of the library. In addition 100% respondents agree that quality education is possible by dint of the role of the library. 72% of the respondents are very much aware of the post Assistant Librarians according to 24.10.1995 policy.

6.2.5.11 Number of Respondents by the Cause of not bringing the School Librarians under MPO

In Bangladesh there are only 317 governments owned secondary schools while a good number of secondary schools are operated by the non-government authority. There are some autonomous institutions also. They receive 100% share of the teachers' salary from the government MPO program. To become under MPO program a teacher has to have an index number, which is to get by a competitive examination. Thus, the DEOs and the USEOs were asked to know the cause for not bringing the librarians under MPO. The following answers came from them.

Causes	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Government constraint regarding appointment	8	50	24	14.8
Shortage of budget	0	0	12	7.4
No clear decision of the post in the policy	8	50	126	77.8
Total	16	100	162	100

Table: 6.2.5.11 Distribution of library by the cause of not bringing the school librarians under MPO

16 DEOs and 162 USEOs participated in this process. The reason they identify is not having clear decision of the post in the policy. 8 (50%) DEOs and 126 (77.8%) USEOs have supported this fact. Again 8 (50%) DEOs and 24 (14.8%) USEOs accused of govt. constraint regarding appointment. However, 12 (7.4%) USEO answers for shortage of budget.

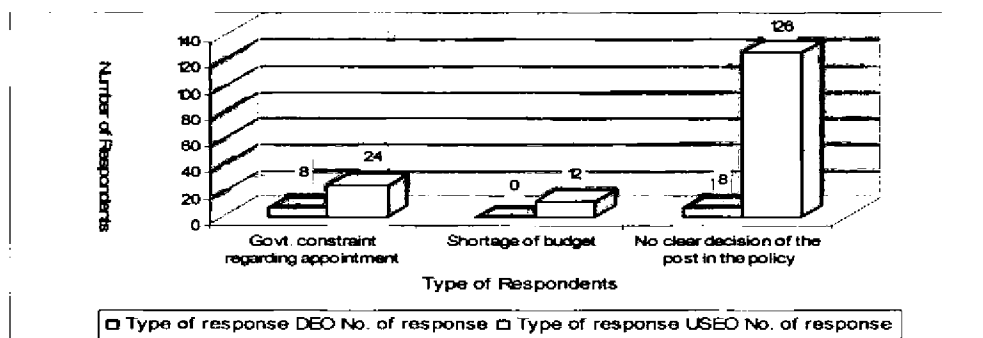


Fig. 60: Distribution of library by the cause of not bringing the school librarians under MPO

6.2.5.12 Role of Library for Development of Quality of Education

Recommendations of 60 DEOs and 303 USEOs regarding improvement of the quality of education by school library have presented in Table 6.2.5.12.

Ways	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Recruitment of librarians	8	20	57	18.8
Budget allocation	4	10	24	7.9
Establishment of library is mandatory	28	70	144	47.5
Regular supervision by the authority	20	50	78	25.8

Table: 6.2.5.12 Distribution of respondents by the ways of improving the quality of education

Numerically, in most situations both the DEOs and USEOs answers found quite close expect in regard of regular supervision by the authority. 20 (50%) DEOs think it is important to supervise regularly by the authority while only 78 (25.8%) USEOs are in favour of it. On the contrary, 8 (20%) DEOs and 57 (18.8%) USEOs are found to support the fact of recruitment of librarians. 4 (10%) DEOs and 24 (7.9%) USEOs have opined for budget allocation. On the other hand 28 DEOs, which is 70% of the total respondents and 144 USEOs that is 47.5% of the respondents demand establishment of library as mandatory.

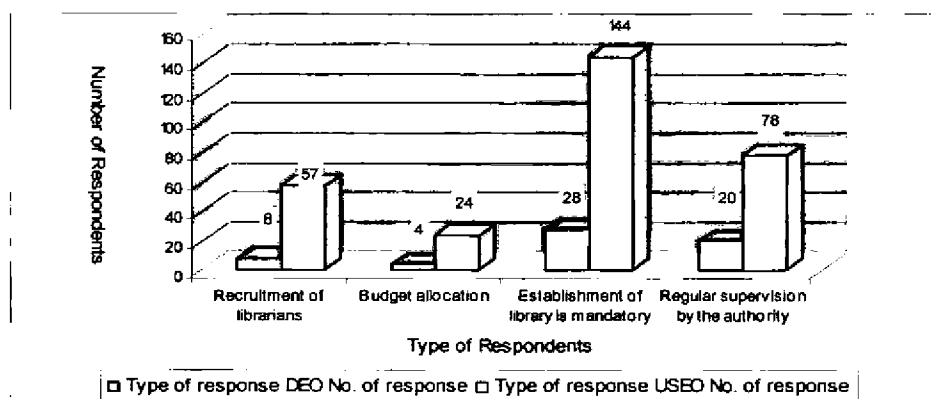


Fig. 61: Distribution of respondents by the ways of improving the quality of education

6.2.5.13 Distribution of the Respondents by Responses about the Recommendation of Different Education Commissions

The DEOs and the USEOs were asked to give their opinion on the implementation of the recommendations of different education commission set up during 1974-2003 in Bangladesh to develop the secondary school education. The responses that came from them are expounded in Table 6.2.5.13.

Types	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Qudrat-E-Khuda Commission	24	66.7	171	67
Mofizuddin Commission	4	11.1	12	4.7
Shamsul Huq Commission	8	22.2	30	11.8
Moniruzzaman Mia Commission	0	0	42	16.5
Total	36	100	255	100

Table: 6.2.5.13 Opinion about the recommendation of different education commissions

There are 36 DEOs and only 255 USEOs have sent their opinion. Although a variety of opinions have come, 24 (66.7%) DEOs and 171 (67%) USEOs emphasize on the recommendations made by Qudrat-E-Khuda Commission. 30 (11.8%) DEOs and 8 (22.2%) USEOs prefer to implement the recommendations made by Samsul Huq Commission 1997. However, only 4 DEOs, 11.1% of the total, and 12 (4.7%) USEOs opined for Mofizuddin Commission. Dramatically 42 USEOs who are 16.5% of the total respondents, suggest for Moniruzzaman Mia Commission whereas no DEOs is found to support it.

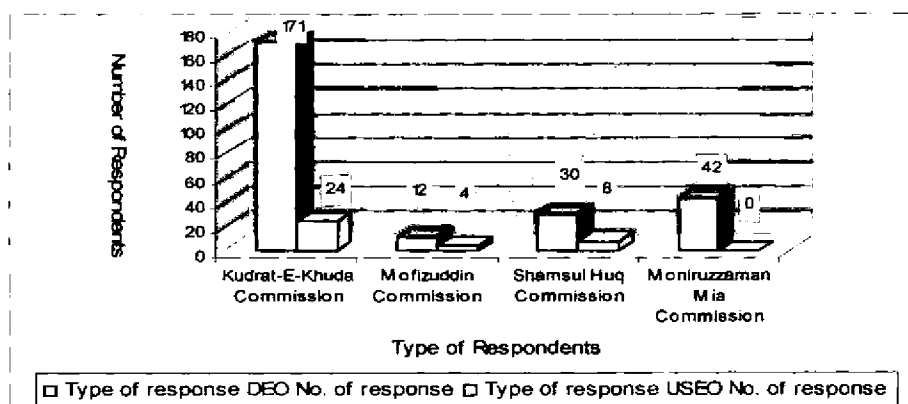


Fig. 62: Opinion about the recommendation of different education commissions

6.2.5.14 Number of Respondents by Additional Inputs to be Considered in the Commissions Report

Types	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Library establishment	12	42.9	78	37.1
Supervising	0	0	42	20
Separate allocation	4	14.2	51	24.3
Recruitment	12	42.9	39	18.6
Total	28	100	210	100

Table: 6.2.5.14 Opinion of the additional inputs to be considered in the commissions report

In the query 28 DEOs and 210 USEOs have taken part. Among them 42.8% DEOs support library establishment and recruitment of library personnel respectively. The USEOs have given some more dimensions. Among the USEOs more than 37% of them have asked for establishment of library, 24.3% for separate allocation for library, 20% for taking good care of the library and its elements and 18.6% for recruitment of personnel.

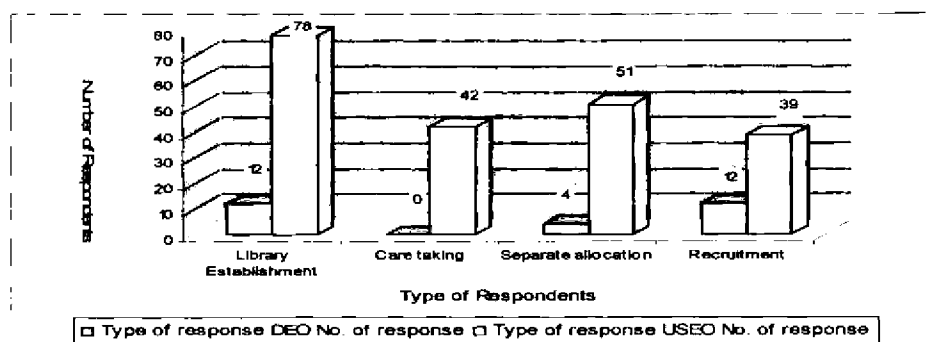


Fig. 63: Opinion of the additional inputs to be considered in the commissions report

6.2.5.15 Number of Responses Regarding Implementation of the Recommendation of Commission Report

The DEOs and USEOs were also asked to know the fact whether the recommendations regarding libraries in the education commission report were implemented or not. There answers were expounded below.

Response	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Yes	8	22.2	27	15.8
No	28	77.8	144	84.2
Total	36	100	171	100

Table 6.2.5.15 Regarding recommendation of the implementation of the commission report

Table 6.2.5.15 shows that the numbers of respondents are 36 DEOs and 171 USEOs. About 80% respondents of both DEOs and USEOs have replied in negative while only about 15% of them have responded affirmative. It shows that the recommendations of the education commission have not been properly implemented yet.

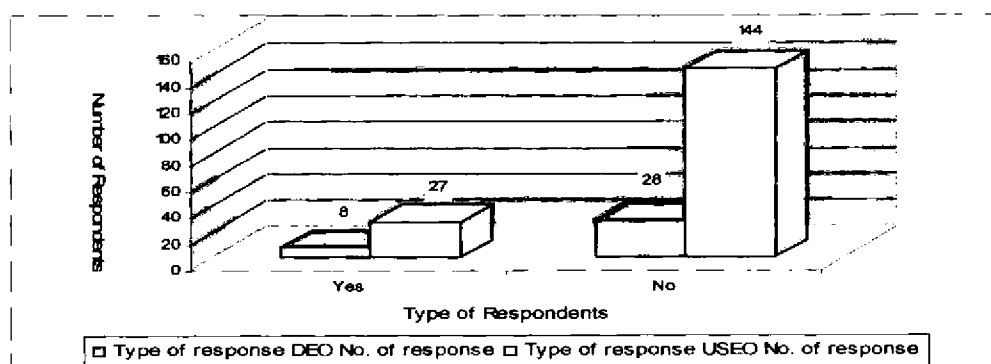


Fig. 64: Regarding recommendation of the implementation of the commission report

6.2.5.16 Required Steps to be Taken for the Library to Support Quality of Education

A school library also supports teachers to prepare their lesson plan, action research, assessment and other activities by providing quality materials. It helps to take over the quality education of the school. At this juncture some steps are necessary for the library besides the establishment of the library so that it can provide quality support continuously. Table 6.2.5.16 shows the views of the DEOs and USEOs in this respect.

Necessary Steps	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Appointment of the staff	0	0	9	27.3
Increase the budget	4	22.3	3	9.1
Mandatory library facility in the school	0	0	18	54.5
Others	14	77.7	3	9.1
Total	18	100	33	100

Table: 6.2.5.16 Steps to be taken for the Library to support quality of education

The Table reveals mixed based answers. Among 18 DEOs 14 (77.7%) think that other steps to be taken for the library to support quality education. On the other hand, among 33 USEOs only 18 (54.5%) have opined for the step of mandatory library facility in the schools. 4 DEOs (22.3%) think of increasing budget while only 3 USEOs (9.1%) are in favour of it.

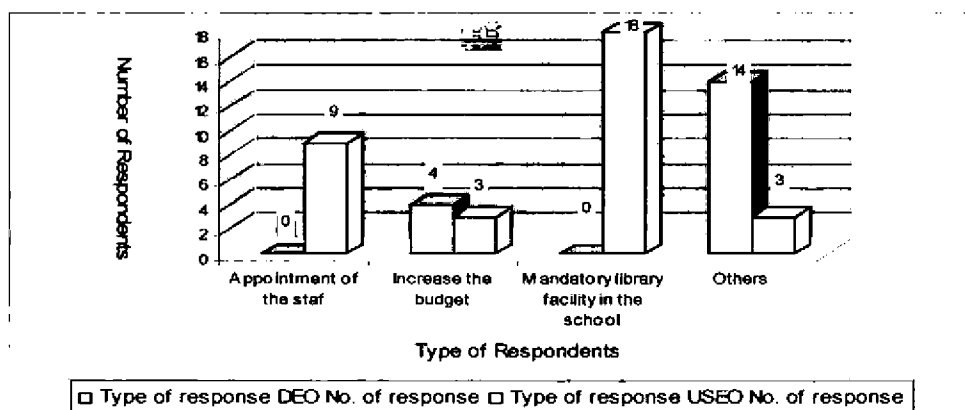


Fig. 65: Steps to be taken for the library to support quality of education

6.2.5.17.1 Reasons for not Implementation of the Recommendations of the Education Commission

As the DEOs and the USEOs are directly related to supervision of secondary school education, they are very much aware of the reasons behind not implementing the recommendations made by the Education Commission. Therefore, they were asked to show their experience on it. The following responses have come from them.

Necessary reasons for not implementation of recommendations	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Insufficient budget	8	28.6	27	18.7
Lack of positive attitude	12	42.8	93	64.6
Political reasons	8	28.6	24	16.7
Total	28	100	144	100

Table: 6.2.5.17 Necessary reason for not implementation of recommendation of the education commission report

Among the respondents 42.8% of DEOs and 64.6% of USEOs accuse the lack of positive attitude on the part of the government in implementing the recommendation. Again, 8 (28.6%) DEOs and 24 (16.7%) USEOs indicate political reasons. Where 8 (28.6%) DEOs and 27 (18.7%) USEOs have given their opinion in favour of insufficient budget.

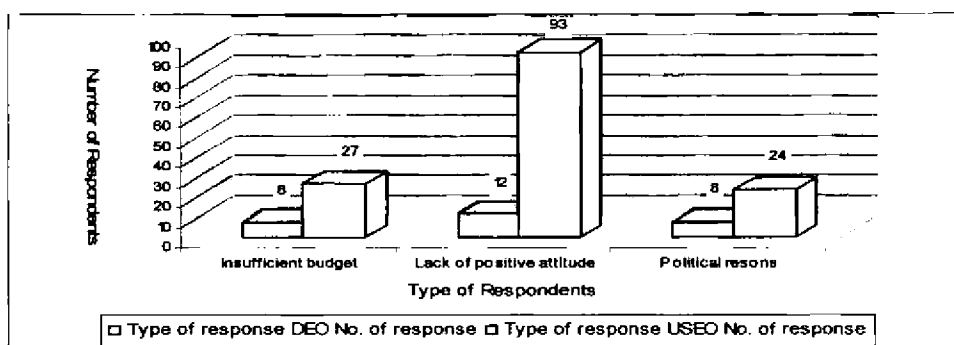


Fig. 66: Necessary reason for not implementation of recommendation of the education commission report

6.2.5.18 Responses Regarding the Possibility of Implementing Qudrat-E-Khuda Education Commission Report

Bangladesh is one of the developing countries in the third world, which achieved its independence in 1971 after a battle of nine months and emerged as an independent nation in the world map. As a new nation the economical, political, cultural and socio-economic conditions were just like the other independence achieving countries. Nevertheless, after the completion of our constitution, the National Education Commission was formed on July 26, 1972 and named Dr. Qudrat-e-Khuda, an eminent scientist and educationist of this sub-continent as the chairman. So, the views of the DEOs and USEOs the responsibility of implementation the recommendations of the Qudrat-E-Khuda Education Commission Report are presented in the Table 6.2.5.18.

Response	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Yes	28	100	162	94.7
No	0	0	9	5.3
Total	28	100	171	100

Table: 6.2.5.18 Possibility of implementing Qudrat-E-Khuda education commission report

From the Table, it is seen that 100% DEOs have response about the possibility of implementing Qudrat-E-Khuda Education Commission Report and 94.7% USEOs respondents have replied in the affirmative for its implementation, while only 5.3% replied in the negative.

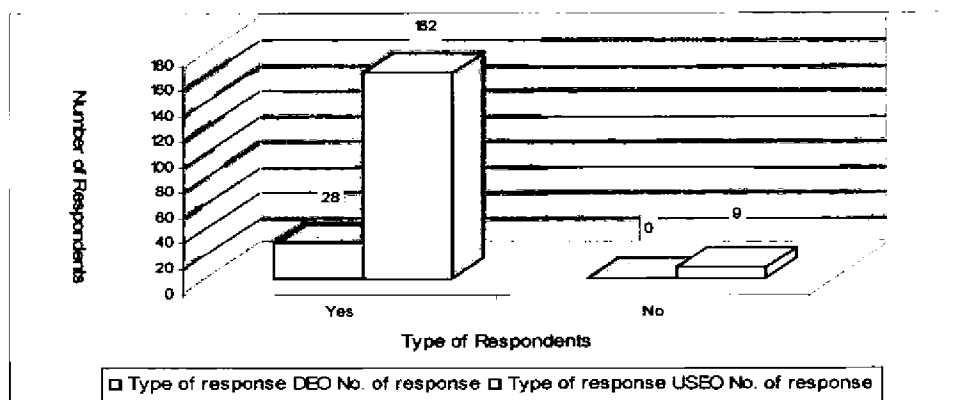


Fig. 67: Possibility of implementing Qudrat-E-Khuda education commission report

6.2.5.19 Barriers for not Implementation of the Recommendation of Qudrat-E-Khuda Education Commission Report

Types	Type of response			
	DEO		USEO	
	No. of response	Percentage	No. of response	Percentage
Lack of budget	8	40	57	31
No needs for school library	4	20	3	1.7
No needs for three persons in the school library	4	20	36	19.7
Political reasons	4	20	87	47.6
Total	20	100	183	100

Table: 6.2.5.19 Barriers for implementation of the recommendation Qudrat-E-Khuda education commission report

From the Table, to the answer of this question 8 (40%) DEOs have demonstrated for lack of budget and 4 (20%) DEOs each for all other alternatives. On the other hand, 57 (31%) USEOs have demonstrated for lack of budget, 3 (1.7%) responses for no needs for school library. Again 36 (19.7%) of them have the opinion that no need for three persons in the school library and 87 (47.6%) of them are in favour of political reasons.

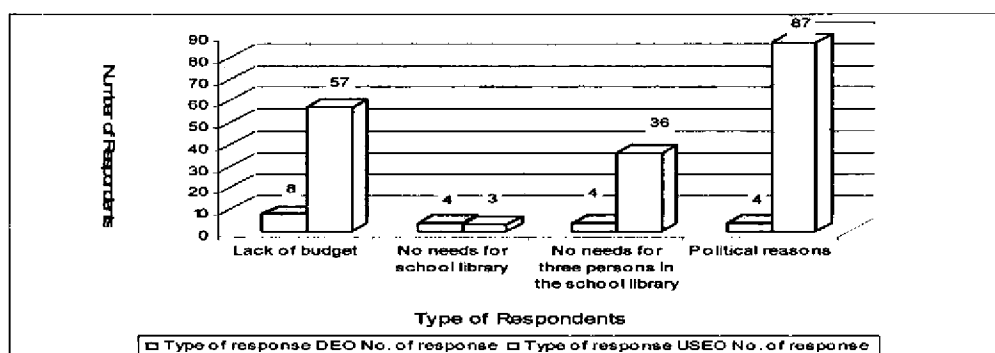


Fig. 68: Barriers for implementation of the recommendation Qudrat-E-Khuda education commission report

6.2 Conclusion

This chapter is a part of the research methodology which is the significant part of the research work. The chapter has divided into 6 subdivisions that show how the researcher has done this chapter. After data collection it is analyzed with the SPSS software package, well known and reliable software that has been using by the social science researchers widely at present. After the analysis of the data the interpretations are presented with table, charts and graphs. Tables contain the numerical figures of the respondents while the charts represent the comparative graphical picture of the situation.

Chapter 7

Facts and Findings

- 7.0 Introduction
- 7.1 General Information
- 7.2 Library Infrastructure
- 7.3 Library Resources
- 7.4 Sources of Library Fund
- 7.5 Library Budget
- 7.6 Library Management
- 7.7 Book Selection
- 7.8 Processing Work
- 7.9 Library Hours
- 7.10 Library Service
- 7.11 Library Staff
- 7.12 Views about Education Commission Report on School Library
- 7.13 Conclusion

7.0 Introduction

In any research work, comments and suggestions are the two important issues which are the result of whole operational task. These two aspects are generally cultivated either received from the users' reaction during survey or from own observation of the investigator.

An elaborate discussion has been made in chapter 'Data collection and Analysis' by analysing the responses received from six categories of respondents to know the existing condition of school libraries in Bangladesh. According to data analysis the facts and findings of secondary school library system in Bangladesh are presented below under different broad areas:

7.1 General Information

- a. Out of selected 928 schools under study only 602 (64.9%) institutions have responded to the survey. The responses from the teacher's representatives and from the students are very low, which are 31% and 31.4% respectively. Responses from the DEOs and USEOs are also not so much encouraging and which are 62.5% and 48.5% respectively (Table 6.1).
- b. Trend of recognition of the secondary schools in Bangladesh was less than the number of schools established before independence. This scenario has been changed just after the independence of the country and a positive response has been found where the number of

schools recognized by the government are more than that of the number of schools established during post-independence period (Table 6.2.1.1).

c. Out of the 602 schools under study only 430 (71.4%) schools have teaching staff strength in between 10 to 20 teachers and 354 (58.8%) schools have the non-teaching staff strength in between 1 to 2 staff (Table 6.2.1.3).

d. It reveals from Table 6.2.1.4 that out of 602 secondary schools in Bangladesh under study the number of students is the highest in the range of 51 to 100 students almost in all classes. Again, except in class X the second highest number of students goes in the range of 101 to 150 students.

e. All the headmasters of the schools under study have positive view about the requirement of a library in the secondary schools, though the existence of the library in the schools has been found in 486 (92.4%) of the schools under the study (Table 6.2.1.2).

f. Only 251 (87.1%) teachers' representatives express their opinion that they have library in their school and most of them (243) have the opinion that the students use school library (Table 6.2.3.1).

g. Again, out of 291 student respondents, 258 (88.7%) students say that they have library in their schools and other 33 (11.37%) students have the negative answer (Table 6.2.4.3).

h. So, positive responses in regard to existence of the library in secondary schools among the headmaster, teachers' representatives and students are 92.4%, 87.1% and 88.7% respectively (Table 6.2.1.2, 6.2.3.1 and Table 6.2.4.3).

7.2 Library Infrastructure

a. Existence of library buildings and separate reading rooms in the respondent schools are of very low and which are 19.9% and 33.8% respectively (Table 6.2.1.2).

b. Out of 602 schools under study, 532 schools have their electricity connection, 536 schools have their own computer and 567 schools have facility in teaching computer education (Table 6.2.1.7).

c. Internet connection in the school library is very negligible (98.7%) but most of the libraries (495) have realized the need of internet connection in their libraries (Table 6.2.2.9).

d. In question of furniture and fittings, about 93% of the school libraries have their own book shelves. But they do not have adequate number of chairs and tables in their library, though most of the respondent libraries have the demand for more furniture in their libraries (Table 6.2.2.10).

e. Number of responses received from the teachers' representatives is not satisfactory, but most of them have the same view as that of the headmasters and librarians that there are scarcity of fund as well as resources and infrastructure in secondary school libraries (Table 6.2.3.2).

f. Teachers' representatives have the demanded for separate fund for library, adequate supply of electricity, training of library teacher, develop the awareness about library among the students and also of the guardians (Table 6.2.3.2).

g. Teachers' representatives also demand for separate library building, at least for separate library room with internet connection in secondary schools in Bangladesh (Table 6.2.3.3).

7.3 Library Resources

In question of library resources, the opinion of the respondents may be divided into two categories - the existing position of library resources and the resources they will require in future. Accordingly, the responses are divided as follows:

7.3.1 Existing Position

a. From the study it has been found that out of 305 respondent schools only 272 (89%) schools have less than 500 books in their library, which is against the school establishment policy (স্মারক নং শিম/শা:১১/বিবিধ-৩৯/৯৬/২৩০(২৩০), তারিখ ২৩.৪.৯৭). Only 47 (13.8%) schools have more than 2000 books in their library (Table 6.2.1.5).

b. In regard to subject wise distribution of average number of books in the schools, the study shows that on an average a maximum of 8 books are there on a subject and in a class (Table 6.2.1.6).

c. Considering all the subjects taken together except other categories of books, the average number of books from class VI to X are about 49, 48, 47, 46 and 40 respectively. Again, considering the subjects as well as other categories of books, the average number of books of the above classes are 68, 71, 70, 80 and 77 respectively. As a whole, considering the number

of schools under study the average number of books in the library is about 365 (Table 6.2.1.6.).

d. In regard to reference collection of school library, out of 602 schools under study the positive response of general reference books in the schools like dictionary is 477 (79.4%) and encyclopaedia 499 (74.7%). Responses to the other reference books in the collection are not satisfactory (Table 6.2.1.8.).

e. Out of 570 respondent schools only 452 (79.3%) schools have the positive response about procurement of newspaper and other periodicals in their schools (Table 6.2.1.9).

f. Most of the librarians are dissatisfied with their library collection, though 142 librarians are satisfied in this issue (Table 6.2.2.2).

7.3.2 Future Requirements

a. Mainly three opinions have been received from the librarians for increasing library collection and which are depositions of complementary copies, allotment of more funds for library and collection of gift copies. But first and third opinions are not satisfactory enough (Table 6.2.2.3).

b. In the opinion of the students, though there are some text books, story books or reference books are available in the library but their demand for books may be ranked as story books, books on biography, books on science, text books, religious books, reference books and others (Table 6.2.4.5 and 6.2.4.6).

c. Out of 36 DEOs and 225 USEOs only 20 (55.6%) and 87 (38.7%) of them respectively are in favour of a minimum number of 3000 books required in a school Library. Where 16 (34.4%) DEOs are in favour of 2000 books and 81 (36%) USEOs are in favour of 5000 copies of books. However, the opinion of DEOs is restricted to either 2000 or 3000 books required for school library but a diverse opinion has been found among the USEOs where it ranges between 2000-5000 books (Table 6.2.5.5).

d. In response to the type of collection of books in school library DEOs and USEOs have the view that the percentage of textbooks, reference books, story/novel books and other category of books would be 50%, 20%, 20% and 10% of the total collection respectively (Table 6.2.5.6).

7.4 Sources of Library Fund

- a. In question of sources of school library fund about 484 (85.5%) schools have the opinion that their main source of fund is the school fund. Whereas sources of fund of the schools from fees and fine and that of the government grants are negligible and which are 106 (17.6%) and 40 (6.7%) respectively (Table 6.2.1.10)
- b. Out of 575 schools, 484 have the view that their main sources of fund is provided by the school authority and 247 schools have opined that they have received regular fund from the school (Table 6.2.1.11).
- c. The number of school libraries which have received grant from the school fund during the year 2003 to 2007 are ranges between 253 to 320 schools. Again, the amount of grant is restricted up to TK. 1000 for most of the schools. But this amount has been gradually increased during the period and also there is an increasing trend of the number of schools which have received grant from the school authority (Table 6.2.1.12).
- d. Due to non-availability of fund from the government, both the Secondary Education Sector Improvement Project (SESIP) and National Book Centre (NBC) have stopped their grant to school library in the year 2005. As a result, for the rest of the period school libraries have received grant from different sector of the government through individual effort of the school authority (6.2.1.13).
- e. No specific response has been received from the headmasters in question of amount required for running the school library. But a highest number of 208 (55.9%) respondents have the view that it would be between taka 40,000 to 50,000. However, most of the respondents (83%) are in favour of a grant of more than taka 20,000 per year for smooth running of a school library, which is too much than the grant they have received at present (6.2.1.14).
- f. Out of 568 schools, only 163 schools have allotted per head fund for students and teachers in their school libraries (Table 6.2.1.27).
- g. Out of 557 respondent librarians, 554 (99.5%) have the opinion that they have faced scarcity of fund in their libraries (Table 6.2.2.9).

7.5 Library Budget

- a. Problems faced by the librarians or the library in charges are diverged in nature. However, in their opinion, no sanctioned post for the librarian in schools is the crucial problem in Bangladesh. No separate budget allocation for library is another problem, which has been faced by the librarian for running a school library. However, no specific rules and regulations of the library also create problems to the librarian in many respect (Table 6.2.2.7).
- b. All of the respondents of DEOs and USEOs are in favour of additional annual grant for school library. Again, 24 (60%) of the DEOs have the opinion that the grant will be between Tk. 20000-30000. On the other hand, 87 (38.7%) of the USEOs have recommended for Tk. 20000-30000 for the annual grant of a school library. But a good number of USEOs have other alternatives also (Table 6.2.5.7 and 6.2.5.8).

7.6 Library Management

- a. Most of the institutional heads are in favour of 'General Register' for recording of books in school library. Adversely, this opinion demands the need of qualified librarians in the schools for scientific process of recording of books in the library through accession register (Table 6.2.1.17).
- b. Most of the respondent school libraries (60.6%) follow the register system for lending books to the students. Use of card system for lending of books in secondary school libraries is negligible (Table 6.2.2.8).
- c. About 50% of the respondent librarians use insecticides in their library and also they write off the damaged and torn books from their library (Table 6.2.2.9).
- d. In question of arrangement of books on the shelves 161 respondents are in favour of arrangement through accession number, which is probably due to lack of professional knowledge on the part of the library-in-charge. However 66% of the respondents are in favour of the subject wise arrangement of books on the shelves (Table 6.2.2.11).
- e. Along with performing various other jobs besides library works a librarian or a library in charge has to face the problem of scarcity of fund, adequate time for library works and other infrastructural facilities (6.2.2.16).
- f. In the question of feelings of the library-in-charge about librarianship as a profession they have the view that it is a good profession (Table 6.2.2.17).

g. In regard to the problem faced by the students in library, 56 (21.7%) students told that the library is closed for all day long, 135 (52.7%) students are not getting necessary books from the library and 14 (5.4%) have the view that librarians or library in charge are not want to give books (Table 6.2.4.8).

7.7 Book Selection

a. The study reveals that both the librarian and the headmaster should be empowered for selection of books in the school library. However, there are some adverse opinion and which are in favour of responsible teachers (30.5%), teachers and managing committee (21.5%) also (Table 6.2.1.15).

b. In question of number of books required for a school library respondents have the opinion that the book selection committee should take decision in this matter (Table 6.2.1.16).

7.8 Processing Work

a. About 35% of schools under study are habituated to use classification scheme in their libraries. Rest of the schools are not using the classification scheme solely because of non-availability of classification schedule or for their engagement with other works (Table 6.2.1.18 and Table 6.2.1.19).

b. The existence along with its use of card catalogue cabinet in school libraries are very poor and which are only in 123 schools. But 222 schools are able to catalogue their books in the library either by card catalogue or by any other means. Again, many institutes express their inability in this matter due to lack of fund, other engagement of staff and others (Table 6.2.1. 20 to 6.2.1.23).

7.9 Library Hours

a. In question of duration of opening hours for the school library 348 (82%) of the respondent headmasters have the view that the library should remain opened during the school time (Table 6.2.1.25).

b. In question of allotment of weekly time period for library use only 376 headmasters have responded and 201 of them are in favour of two periods of library hours in a week, whereas rest of the respondents of 175 are in favour of three periods (Table 6.2.1.26).

c. Students are preferred that the library hours should be same as that of working hour of the schools. But if it is restricted to some time, then the tiffin period is better to use the library (Table 4.2.4.4).

7.10 Library Service

a. Most of the libraries (86.5%) rendered library services by issuing books for home. Where, only 163 (27.1%) school libraries have given reading room service (Table 6.2.2.1).

b. Most of the respondent librarians (56.9%) adopted to increase library awareness among the students to increase the reading habits of the students. They have the view that the reading habits of the students may be increased by way of encouraging them through teachers and also by organising reading competition among the students (Table 6.2.2.5 and 6.2.2.6).

c. Almost all of the librarians (89.8%) are feeling the need for inter-library co-operation among the secondary schools in the local level. However, 93.3% of the respondents have wanted to participate in the district level seminars (Table 6.2.2.23).

d. More than 50% of the librarians express that the responses from students regarding their library use are moderate. Their opinion regarding good response and very good response from the students are 38.9% and 5.7% respectively (Table 6.2.2.4).

e. Services provided by the librarian or the library-in-charge of the schools are not so much satisfactory as they have to perform many other jobs as needed by students, teachers, headmaster and members of the managing committee along with the work of the library. It also reflects from the response that the charge of the library is either librarian on contract basis or of supporting staff of the school with additional duty (Table 6.2.2.13 to 6.2.2.15).

f. Most of the student respondents (83.3%) are able to select their books personally from the stack and about half (53.1%) of the respondents are satisfied with the existing service of the library (Table 6.2.4.2).

g. Almost all of the student respondents (97.7%) have the minimum idea about the library and they have sound knowledge about the benefits of internet but none of them have got the internet facilities in the school library (Table 6.2.4.10 to 6.2.4.12).

- h. The expectation of the students from the library are reading facility during leisure time, required internet facility and availability of required number of text books, story books as well as reference books in the library (Table 6.2.4.9 and 6.2.4.13).
- i. In response to exception of library services in secondary school, both the DEOs and USEOs have no specific opinion rather they recommended for text book services, reference services, and audio-visual services along with some other services also (Table 6.2.5.9).
- j. Almost all the DEOs and USEOs support that there is a role of library in secondary education. Again, they have also expressed their opinions in favour of role of library in development of quality education and also their role for development of school library (Table 6.2.5.10).
- k. Though all of the DEOs and USEOs are in favour of secondary school library but in question of quality education they stress more on regular supervision of school by the appropriate authority as well as on adequate library facility (Table 6.2.5.12 and 6.2.5.16).

7.11 Library Staff

- a. Teacher representatives have the view that necessary steps to be taken for requirement of trained librarian, development of library collection, development of Information Technology (IT) application, better pay scale for librarian and specific library hours in class routine for development of library education (Table 6.2.3.4).
- b. Regarding number of persons needed in school library, responses of 12 DEOs and 120 USEOs are in favour of 1 person, whereas 12 DEOs and 87 USEOs are in favour of 2 persons. However, there are some responses for 3 persons also (Table 6.2.5.4).
- c. About 47.2% of the respondents have the view that the designation of school librarian should be 'Assistant Teacher (library)'. Again, 42.8% of them are in favour of 'Librarian' (Table 6.2.2.18).
- d. Almost all of the DEOs and USEOs have the view that there must be a library in secondary schools. But in question of designation of the post of library-in-charge, about 55.6% of the DEOs and 49.3% of the USEOs are in favour of 'Assistant Teacher (library)' whereas 22.2% of the respondent DEOs and 19.2% of the respondent USEOs are in favour of 'Librarians'. However, the other responses for the designation of the post are negligible (Table 6.2.5.1 and 6.2.5.2).

e. Regarding proposed pay scale of a librarian in secondary schools, most of the respondents are in favour of the same pay scale of a graduate teacher with B Ed in school. However, there are adverse opinions both above and below the proposed pay scale also (Table 6.2.2.19).

f. Regarding pay scale of the library in charge in schools most of the DEOs (60%) and USEOs (63.9%) have the opinion that their pay scale should be same as those of the assistant teacher with B Ed in schools and it will be TK. 5100-10360. Though some of DEOs (30%) and USEOs (8.3%) are in favour of the pay scale (Tk. 6850-13090) of senior teacher with B Ed in secondary schools (Table 6.2.5.3)

g. Membership of the professional bodies like Library Association of Bangladesh (LAB) and Bangladesh Association of Librarians, Information scientists and Documentalists (BALID) among the librarians are very poor (5.8%). Only 210 secondary schools have public libraries in their surrounding areas (Table 6.2.2.23).

7.12 Views about Education Commission Report on School Library

a. Only 164 (32.3%) respondents have knowledge about the recommendations of school library in Education Commission Report, though during the period 1974 to 2003 Education Commission has submitted nine reports in different years (Table 6.2.1.24).

b. Most of the respondent librarians or library-in-charges (382) have no clear knowledge about the recommendations of the education commissions relating to secondary school library. Only 174 respondents have some knowledge about those commissions. But 286 respondent librarians have the view that whatever be the recommendations of those commissions, necessary steps to be taken for their implementation (Table 6.2.2.20 and 6.1.2.21).

c. In question of implementation of the recommendation of education commission 249 respondent librarians have the view that government has not taken proper initiatives for its implementation though 167 librarians have the opinion that those recommendations are not implemented due to lack of infrastructural facilities (Table 6.2.2.22).

d. Among the teachers' representatives, only 125 of them are aware of the recommendations of Qudrat-E-Khuda Education Commission on library and 106 of them think that it is sufficient (Table 6.2.3.5).

e. DEOs and USEOs are aware more about Qudrat-E-Khuda commission than that of other education commissions in Bangladesh. Again, most of them have the negative response in question of implementation of the recommendations of the Education Commission report (Table 6.2.5.13 and 6.2.5.15).

f. Additional inputs recommended by DEOs and USEOs and which are to be incorporated in the commission's reports are establishment of school library, recruitment of librarian, separate allocation for library and continuous supervision of the schools (Table 6.2.5.14)

g. A maximum of 12 (42.8%) DEOs and 93 (64.6%) USEOs are in favour of lack of positive attitude on the part of the government for not implementation of recommendations of the Education Commission Report. Though most of them have the view that it is possible to implement the Qudrat-E-Khuda Education Commission Report (Table 6.2.5.17 and 6.2.5.18).

7.13 Conclusion

It has mentioned in earlier chapters that, the secondary school library system in Bangladesh is not at the satisfactory level. This merged from the facts and findings of this chapter. It is observed that ethically a good secondary education system depends on a good library system in the secondary education level. Thus, the facts and findings will help to formulate a well organized and pragmatic policy for school library system in Bangladesh.

Chapter 8

Recommendations

- 8.0 Introduction
- 8.1 Library Infrastructure
- 8.2 Collection Development
- 8.3 Library Finance
- 8.4 Arrangement of Books
- 8.5 Preservation of Books
- 8.6 Library Hour
- 8.7 Library Service
- 8.8 Library Staff
- 8.9 Initiatives to be taken by the Government
- 8.10 Conclusion

8.0 Introduction

Soon after achieved its independence in 1971, the Peoples Republic of Bangladesh formed the National Education Commission on July 26, 1972 under the chairmanship of Dr Qudrat-E-Khuda. The Qudrat-E-Khuda shikha commission submitted its report to the government in the year 1974. There after, seven other education commissions has been set up by the government during the year from 1979 to 2009. Exhaustive report regarding secondary education system and particularly for secondary school libraries has also been included in all of those shikha commission's report. Again, none of the recommendations of the education commissions have been implemented in the country. So, the conditions of school libraries are remain the same in all respect till after 40 years of its independence. In such a background, the following recommendations have been made by the researcher on pragmatic comprehension of the study and on the basis of the recommendations of the first education commission of the country for overcoming the vulnerable situation of the secondary school library system. Thus the researcher has made recommendations identifying the infrastructural, resource collection, financing, activities, books arrangement and preservation, library operation hour and its services, library staffs, government's prospective initiations etc. sectors. The implementation of the recommendations requires nothing but some financial expenditure and government's strong positive attitude towards education.

8.1 Library Infrastructure

- a. Interest of the students to use the school library should be developed by developing infrastructural facilities, environment and resources of the library.

- b. Electricity, telephone and internet connection are compulsory for each and every secondary school library in Bangladesh.
- c. Adequate space with necessary furniture and fittings should be provided to the libraries for storage of books and also for other services purpose.

8.2 Collection Development

- a. From the study it reveals that out of 602 respondent schools only 305 schools responded about the collection of their libraries. Again, it also shows from the study that about 70% of the respondent schools have their collection less than 200 books. However, only 47 schools (13.8%) have more than 2000 books. If this is the present situation of the schools, it may be imagined that how many books are there in the schools at the time of their government recognition. So, on the basis of this finding it may be recommended that this condition of 2000 books in a library should be strictly followed for the recognition of the school.
- b. Existing collection of a library should be developed in all respect so that the minimum requirement of the students may be fulfilled.
- c. To accelerate the collection development decision should be taken to deposit complementary and other gift copies to the library, steps to be taken for allocation of fund received from fees and fines, attention should be given for collection of donation either from persons or from local bodies.
- d. Text books, reference books, story /novel books and other category of books in school library should be 50%, 20%, 20% and 10% of the total collection respectively. Along with this collection, there must have some provision for non-book materials in the school library.
- e. Varieties of reference tools should be incorporated in reference collection of a school library.
- f. Procurement of newspapers and popular science journals should be increased in school library.
- g. Necessary steps should be taken by the school authority for procurement of Classification Schedule, Cataloguing Code and other tools for processing of documents in a school library.

8.3 Library Finance

- a. At least 5% of the school budget should be utilized for development of infrastructure of the school library.
- b. Along with the amount received from the school fund necessary measures should be taken for additional grant for library from the government for development of resources of the library.
- c. Government should take necessary measures that Tk. 20/ per student, Tk 30/- per supporting staff and Tk. 40/- per teacher per year should be allotted to the secondary school for the development of the resources of school libraries.

8.4 Arrangement of Books

- a. Separate 'Accession Register' for books and that of non-book materials should be properly maintained for recording of collection in a library.
- b. Like other libraries, subject wise arrangement of books on the shelves should be done in a school library also. If possible, before arrangement by subjects, books should be separated in different classes, like; all books of class-VI should be kept in one place and arranged on the basis of subject by following any classification scheme. However, there will be a separate collection for reference and other books and which will also be arranged by subject.

8.5 Book Preservation

- a. Measures for proper pest control and weeding out of stock should be maintained in library for maintenance and up to dateness of library collection.

8.6 Library Hour

- a. As there is no post of the librarian in secondary schools in Bangladesh and as the work of the librarian have been performed by any personnel of the school, so care should be taken so that the students should not be suffered. Therefore, in existing process the tiffin hours of the school should be utilized properly for library use.
- b. It is strictly recommended that the library hour should be same as that of working hour of a school.
- c. Library hour should be compulsory for the students in secondary schools and which will be 3 to 4 classes in a week depending upon the level of education.

d. There will be at least one teaching class in a week for each class to demonstrate the students about how to use the library, to encourage students to use more than one text book and other reference books for preparation of their lessons or to demonstrate other facilities available in the library.

8.7 Library Service

a. In question of book selection and number of books required for a school library, a separate book selection committee may be formed with librarian as a member secretary and headmaster as president along with all class teachers as member of the committee.

b. Separate issue register for each class may be maintained for lending of books to the students in a school library. But it is strictly recommended to use card system if infrastructural facilities are available in the schools.

c. Along with traditional library services like lending service, reading room service, some measures may also be taken by the school authority for providing reference service, referral service, text book service, internet service, audio-visual service, reprographic service, current awareness service and other services to the user.

d. Internet facilities should be provided to the students in a school library as it is essential in modern system of education.

e. Reading habits of the students in school library may be increased through organizing reading competition and by taking necessary steps to organise library awareness programme for the students. However, teachers may play a vital role to encourage the students to increase their reading habits.

f. Along with students library awareness among the guardians should also be developed.

g. Extension activities of secondary school libraries like observing important days of national importance, organising quiz competition, story telling, reading competition, book exhibitions and other activities should be initiated and organised properly by the school library on a regular basis.

h. Considering scarcity of fund and limited resources of a school library initiative should be taken by the headmaster and the USEOs to implement inter library co-operation among the school libraries in local level.

8.8 Library Staff

- a. Separate post of librarian should be created for each and every secondary school in Bangladesh. Subsequently, these posts should be sanctioned by the government with an immediate effect.
- b. Designation for the post of library-in-charge in secondary school should be 'Assistant Teacher (library)' and their pay scale also will be the same as that of 'Assistant Teacher' with B Ed in secondary schools.
- c. It is not possible for a librarian to maintain all the works as well as to provide services to the users in a school library. Therefore, it needs to employ at least one supporting staff in school library and which may be raised to another clerical staff if the number of students in a school is more than 400.
- d. Activities of a librarian in secondary school should be clearly defined, which will be restricted to library related works and services.
- e. Librarians should be encouraged so that they have taken the membership of the professional bodies and proper facilities to be given to them to attain the national level seminars.

8.9 Initiatives to be taken by the Government

- a. Steps should be taken so that recommendations of the Education Commission Report should be easily available to all and if possible should be sent to related educational institutions and other government bodies.
- b. Due to political change of the government in Bangladesh again and again several education commissions have been set up but the recommendations of the commission have not been implemented properly. So, necessary measures should be taken by the government for implementation of recommendations of the commission rather to set up a new commission.
- c. Set up of education commission one after another without implementation of their recommendations, results only to destroy man, money and materials like a developing country of Bangladesh. It is better to take necessary measures for the implementation of the recommendations of the education commissions with required modification, if necessary.

- d. As both the DEOs and USEOs have the positive response regarding school library as well as for its developments for development of quality education, so, they should be empowered and more infrastructural facilities should be provided to them for their decision making activities and other services.
- e. Supervision of the school by the appropriate authority should be accelerated and the report of the supervision should be sent to its higher authority.
- f. A network should be set up between the public library and the school library system for the easy access for those books which enrich the students for development of their character, mental development and building up the nation.

8.10 Conclusion

Recommendations can be made but this will go in vain if not addressed well. Many recommendations were made by Education Commissions, specialists but no government pay attention to these. Thus the recommendations remain as the paper work only. Nevertheless, while conducting this research the researcher has also faces some issues which he cannot avoid. The issues tend him to give some recommendations regarding developing library system in secondary schools of Bangladesh. These recommendations parallel to the recommendations made by different Education Commissions of Bangladesh. The exceptionality of these recommendations is its comprehensiveness and concreteness.

Chapter-9

Proposed Policy for Development of Secondary School Library System in Bangladesh

- 9.0 Introduction
- 9.1 Infrastructure
- 9.2 Library Resources
- 9.3 Library Fund
- 9.4 Arrangement of Books
- 9.5 Book Selection
- 9.6 Library Hour
- 9.7 Library Service
- 9.8 Library Staff
- 9.9 Administrative Function
- 9.10 Conclusion

9.0 Introduction

The policy for development of secondary school library system in Bangladesh sets out how the secondary school libraries can help to fulfil the minimum expectations of its users, keep an active role in rendering education to the student society for their future education in life. It aims to continually improve performance by assessing whether objectives are being achieved, and whether they remain relevant. Implementation of this policy plays a major role in meeting our accountability requirements to the tender and young students.

9.1 Infrastructure

a. Building

It must have a separate library building, and if not possible, separate space for library in each and every secondary school in Bangladesh.

b. Library Space

Space of a secondary school library includes 500 sq ft for Reading Room, 250 sq ft for Stock Room, 150 sq ft for Office Room and 100 sq ft for each Section.

c. Furniture and Fittings

Sufficient number of moveable furniture for storage, processing, lending and service purposes shall be provided by the school authority.

d. Communication

Electricity, Telephone and Internet connections are compulsory for a secondary school library in Bangladesh.

9.2 Library Resources

- a. A collection of minimum 2000 books at the time of recognition of the school should be ensured as an initial stock of the library.
- b. The collection of the library should be developed by an additional collection of one book per student in each and every year.
- c. Textbook; story, novel, biography; reference books and other category of books in the library should be 50%, 20%, 20% and 10% of the total collection respectively.
- d. Adequate number of newspapers and popular journals should be procured by the school authority.

9.3 Library Fund

- a. Annually Tk. 20/- per student, Tk 30/- per supporting staff and Tk. 40/- per teacher per year should be allotted by the government to the secondary schools for building the collection of a school library.
- b. At least 5% of the school budget should be utilized for development of infrastructure and other resources of the school library.

9.4 Arrangement of Books

- a. Separate accession register for book and non-book materials should be maintained in the library.
- b. Text books of the library collection should first be arranged by class and then by subject by following any universal accepted classification scheme like Dewey Decimal Classification. However there should be a separate collection for other categories of books and which will again be arranged by subject.

9.5 Book Selection

- a. A book selection committee should be formed in each school including the librarian as a member secretary and the headmaster as president along with all class teachers as members of the committee.

9.6 Library Hour

- a. Library hour of a school library should be the same as that of the working hour of a school prevails.
- b. Library hour should be maintained compulsorily by the students in secondary schools, which will be at least 3 to 4 classes in a week.
- c. At least one demonstrating class on the use of library will be there in a week for each class.

9.7 Library Service

- a. Lending service should be strengthened in the library by adopting any recognised charging system.
- b. Reading habits of the students should be developed by taking appropriate measures. Internet service, audio-visual service, reprography service and current awareness service should be introduced in school library along with other library services.
- c. Extension activities of secondary school libraries should be developed by initiating appropriate measures on regular basis.
- d. A database should be developed on library resources and related activities in the library to ensure effective and efficient library services.
- e. Necessary steps should be taken by Headmasters and USEOs to implement inter library co-operations among the school libraries.

9.8 Library Staff

- a. Separate post of librarian should be created and sanctioned by the government in each and every secondary school in Bangladesh with immediate effect.
- b. Designation for the post of library-in-charge in every secondary school should be 'Assistant Teacher (Library)' and their pay scale will be the same as that of Assistant Teacher with B Ed in secondary schools.
- c. There should be at least one supporting staff in a school library and another clerical staff should be included if the number of students in the school increases more than 400.

- d. Activities of a librarian in the secondary school will be strictly restricted to library related work and services.

9.9 Administrative Functions

- a. Both the DEOs and USEOs should be empowered and proper infrastructural facilities should be provided for them so that they can take administrative decisions and monitor the related activities.
- b. Periodic supervisions of schools by the appropriate authority should be accelerated and the report of their supervisions should be sent to higher authority for taking necessary action.
- c. A Network should be set up between the public library and school library system to support the students for development of their character and building up the nation.

9.10 Conclusion

All these components are essential in a pragmatic policy framework and action plan. They will be considered throughout this document. The action plan should include strategies, tasks, targets, monitoring and evaluation routines. The policy should be an active document subject to regular review.

Chapter 10 Conclusion

The thesis is centred on the popular demand of the present time – the library system in secondary level education of Bangladesh. It is already mentioned that libraries are considered as the heart of an educational institution and fulcrum of the secondary education. A library, in fact, provides education to education. This role of library is subject to change with the passage of time, socio-economic factors and political stability. It is true in Bangladesh, after independence, no such development, and initiation or movement take place in library section. Rather this important part is neglected time to time although strong recommendations came from different Education Commissions and from the related specialists. In the present research the researcher has tried to pursue the persistent problems that hinder the development of library sectors in secondary education, the situation of it, how the situation can be overcome and ultimately how this sector can be started with full function to help the students of secondary level to acquire true education. The following research question were proposed:

1. Is the present service scenario of secondary school libraries satisfactory in Bangladesh?
2. What materials should be acquired and how they should be selected for the library? What should be the criteria and size of the basic book collection, and what should be the amount of budget to purchase it?
3. How should the administration be convinced to consider the library as a part of the teaching programme i.e. ‘the heart of the school’?
4. What should be the size, location and equipments of a secondary school library?
5. Is a secondary school library system needed for all the schools of an area in order to pool resources and to provide centralized services as selection, acquisition and processing?
6. How can library services in the schools of Bangladesh at the secondary education level be provided best?

The first part of the study examines the past and the present status of the education system and the condition of library system in the secondary level of education. A brief description of

the entire study is narrated in this chapter. The history of education in Bangladesh is ages old, which no previous government endeavoured to change, although a number of education policy were proposed by the different education commissions. However, the present government has taken a bold decision in bringing a change to this sector. These issues have been incorporated in the introductory section.

The study encompasses a huge amount of literature review. The researcher has extensively reviewed a lot of literature home and abroad on this issue and takes idea. From the review the researcher has comprehended the following ideas in general

- i. So far, no in-depth study was done to clearly spell out the development of secondary school library system in Bangladesh.
- ii. No effort was made earlier to test the effectiveness of development of secondary school library system in Bangladesh.
- iii. The problems of development of secondary school library system in Bangladesh and their proper solution for school library policy are not satisfactory.
- iv. The proposed study seeks to plug the gaps and pitfalls identification for the secondary school library system.

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and higher education. The total system is shown in a tabular format below:

Stage	Level	Age Limit	Controlling authority
Primary Education	Class I-V	6-10	Directorate of Primary and Mass Education (PMED)
Secondary and Higher Secondary Education	Class VI – XII	11-17	Directorate of Secondary and Higher Education (DSHE)
Higher Education	Degree pass, degree honours, Masters and other higher education	18 on wards	University Grants Commission (UGC) in collaboration with Ministry of Education (MOE)

The first five years in a child's life is of special importance. The child psychologists define this period as the 'formulation of the structure of human life'. However, the government recognition for the pre-primary education (Baby class) is not given, even though many primary schools offer such facilities. Nursery, Kindergarten, Tutorial and Pre-cadet Schools

are located in mostly urban areas, which have pre-primary classes, like play group, standard I, II & III proceeding to formal primary classes. Some of these institutions also provide primary and secondary level courses and additionally prepare students for examination at the 'O' level of the English System. There are also Mosque-based institutions like Maktab, Forkania and Qurania madrasah which offer pre-primary education along with religious teachings. These institutions have been imparting literacy along with Islamic religious teachings and serve as the feeder schools to primary schools and madrasahs.

The respondents were selected very carefully to avoid any digression. All the respondents were related to education directly. While conducting the survey the researcher has given stress upon knowing the necessity of school library, the demand of users, its collection, facility, infrastructure, funding, and requirement and so on. The analysis reveals that everybody expects to have a well decorated and functional library in every secondary school. Many of the respondents are also a step ahead. They demand well equipped modern IT facility in the library.

A library is to serve its users need up to the end. A library cannot say 'no' to its users. However, the so called library that some secondary schools possess giving answer 'no' is a recurrent phenomenon. The findings of the research shows the dismal picture –

- There is no clear idea among the teachers and the students about library services and how to use it.
- Obviously there is a huge shortage of skilled manpower. It is found in some institutions there is a lack of teachers. One subject teacher is covering additional subjects.
- There is an infrastructural inadequacy.
- The schools do not have or get adequate funding for library.
- Communication gap prevailed in different levels of the secondary education system.
- Lack of government attention.

It is obvious that ethically a good secondary education system depends on a good library system in secondary education level. Thus, the facts and findings of the research help to formulate a well organized and pragmatic policy for school library system in Bangladesh.

The school library teaches the students how to use the card catalogue, to trace out information from reference books, to handle bibliographical tools and also to become acquainted with the system of borrowing books. These early lessons help them a great deal at the time of their prosecuting higher studies in colleges and universities. The libraries, which exist in these schools, cannot be called libraries in the strict sense of the term. Lack of space, inadequacy of books, and absence of a regular book budget and want of a trained librarian presents a very

miserable picture of the most school libraries in Bangladesh. The collection includes books, old and outdated, and the tendency is to keep these books under lock and key in the almirah, scattered in the Headmaster's room, in the teachers' reading room and also in one small room meant for the library. Reference books and those of constant uses are in short supply. According to previous survey reports, the total collection of books about 770 Developed schools varies from 1,200 to 3,000 volumes, whereas 75% of non-government schools have each on an average a collection of 500 books only. There is no sufficient light in the room, nor is there any provision of cross ventilation. Organization of books according to modern systematic order and introduction of card catalogues are out of question. All these components are essentials in a timeserving policy framework and action plan which is considered throughout this document. The action plan should be made up to strategies, tasks, targets, and monitoring and evaluation routines. The policy should be an active document subject to regular review.

Possibility of Further Research

There is ample opportunity for the researchers to work on this subject as there is hardly any work in this sector is being done by the researchers. Few of the works have been done at the university level libraries, which are not also mention-worthy. The researcher has identified the psychology and the mentality of the school authority about the use of their library.

While collecting the survey questionnaire, the researcher has found that the forms were being completed by the Headmasters in consultation with the Library-in-charge. In regard of the student opinion, the forms manifest that the students might have been compelled to answer the questions of the form.

In the present days while a revolution is going on in freedom of speech, the secondary school teachers and authority are retarding free thinking and speaking of the students and rendering lecture based education in the class. If the library system in secondary schools is developed and a reading habit is created, the present situation is desired to be changed. Therefore, research on how to develop the habit of library use, study of the library use and psychology or mentality about the use of library, could be appealing research themes.

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Annexure I Questionnaires

Development of Secondary School Library System in Bangladesh : Problems and prospect

[Questions about Library and Information Science on Ph.D.]

[Filled by the head of the institute]

1 Name of the Institute :

2 Address of the Institute : Vill. / Holding No. Post:
Thana Dist. :
Phone : Email:

3 (a) Establishing Date of the Institute :

Day	month	Year

(b) Recognizing Date of the Institute :

Day	month	Year

(c) Code No of the Institute According to MPO (where necessary)

--	--	--	--	--	--	--	--	--	--

(d) Have there any library in the institute? (Put the tick (✓) mark where necessary):

Yes	No
-----	----

(e) Who takes care of the institute? (Put the tick (✓) mark) :

Librarian	A Teacher	Clark	Pion
-----------	-----------	-------	------

(f) From when it has a library? :

--

(g) Does it have Separate library? :

Yes	No
-----	----

(h) Does it have separate reading room for students? :

Yes	No
-----	----

(i) If there is any reading room, the arrangement for siting is fornos :

Yes	No
-----	----

(j) Does the institute require any library (Put the tick (✓) mark where necessary) :

Yes	No
-----	----

(k) The number of teachers & officials in the Institute : Teacher

--

 Staffs

--

(l) Number of students in the institution : Male

--

 Female

--

4 Number of students according to class :

Class	Number of students		Total
	Male	Female	
VI			
VII			
VIII			
IX			
X			

5 Number of collections (Books) in the library :

--

6 Subjects and classes wise total collection :

Sub/ Class	Bengali	English	Math	General Science	Economics	History	Geography	Islamic Education	Civics	Others	Total
VI											
VII											
VIII											
IX											
X											

7 The Institution has computer learning opportunity. (Put the tick (✓) mark) :

Yes	No
-----	----

8 The institute has computers and electricity provision? (Put the tick (✓) mark)

Yes	No
-----	----

9 Name of reference books available in the library

a)	Dictionary	f)	
b)	Encyclopedia	g)	
c)		h)	
d)		i)	

10 Does the library keep newspapers and magazines :

Yes	No
-----	----

11 Main source of income of the library :

a) School Fund b) Charges and fine c) Govt. donation d) others

12 For the institutional library does it get regular funding from the institution? (Put the tick (✓) mark) :

Yes	No
-----	----

13 Financial support given to the library by the institution in the last five years :

a) 2003 b) 2004 c) 2005 d) 2006 e) 2007

14 Govt. donation for the library for the last five years (Cash amount) :

a) 2003 b) 2004 c) 2005 d) 2006 e) 2007

15 Yearly requirement for library operation (Put the tick (✓) mark)

10 to 20 Thousand Taka	20 to 30 Thousand Taka	30 to 40 Thousand Taka	40 to 50 Thousand Taka
------------------------	------------------------	------------------------	------------------------

16 Who select books for the Library (Put the tick (✓) mark) :

The Librarian	Designated Teacher	Teacher & the managing	Jointly the librarian and the Head	Other means
---------------	--------------------	------------------------	------------------------------------	-------------

17 Who decides how many copies of book will be purchased. (Put the tick (✓) mark)

The Head teacher	The Librarian	Designated Teacher	Book selection committee	Others
------------------	---------------	--------------------	--------------------------	--------

- 18 What is the system of cataloguing the books in library. Put the tick (✓) mark where necessary :

Through adding list (receiving register)	Through General Register (receiving register)	Through Adding Register (receiving register not available)	Through any other systems
--	---	--	---------------------------

- 19 Does the library follow any kinds of scheme to classify the books? :

Yes	No
-----	----

(a) If followed, what scheme? :

--

(b) What is the edition of that scheme? :

--

(c) If the library do not follow any scheme, how do it classifies the books in shelf? :

Put the tick (✓) mark where necessary

According to subject	According to Excession Register	Don't follow definite rules	Any other rules followed, Please write down.
----------------------	---------------------------------	-----------------------------	--

- 20 What are the main problems to follow any kinds of classification systems in Library? :

Put the tick (✓) mark where necessary.

- * Lack of classification schedule
- * For not being able to purchase classification schedule
- * For the pressure of other works of the librarian in the office.
- * As it needs to take different classes
- * Due to other problems (Please specify)

Yes	No
Yes	No
Yes	No
Yes	No

- 21 Is there any card catalogue cabinet in the library? (a) If available, is it being used? Put the tick (✓) mark :

Yes	No
Yes	No

- 22 Are all the books catalogued? :

Yes	No
-----	----

- 23 If not, what is the reason? Put the tick (✓) mark :

Want of money	Excess work in office	Want of time for taking excess class	For non-desiring of the managing committee	Not necessary
---------------	-----------------------	--------------------------------------	--	---------------

- 24 Is there any idea about the recommendation made in the report of the education commission for secondary school library? :

Yes	No
-----	----

- 25 For how long the library remain open?

Official period	Additional time
-----------------	-----------------

- 26 Is there any definite period fixed for using in a week? :

Yes (2 Period)	3 Period / No
----------------	---------------

- 27 Is there any allotment per head for students as well as teachers to donate in the library? :

Yes	No
-----	----

Should be filled up by the librarian or the designated teacher

28 Number of Officer and staff in the library

Name and Designation	Educational Qualification (Certificate in Library Science, Diploma, MA)	Salary Scale
1.		
2.		
3.		

29 What types of services are given in this library in general?
(Put tick (✓) mark)

Issuing books for personal study at home	For reading here	Information on related services
--	------------------	---------------------------------

30 Do you think that the collection of the library is sufficient?
(Put the tick (✓) mark)

Yes	No
-----	----

31 If not how do you think you can increase it? (Put the tick (✓) mark)

Making compulsory to donate books in the library which are at present receiving as a courtesy	By increasing the fund from the Institute for the library to buy books	Writing letters to the different publishers to donate their books free of cost	By increasing Fee and Fine
---	--	--	----------------------------

32 Please give a list of the reference books of the library.

a)		e)	
b)		f)	
c)		g)	
d)		h)	

33 How many books are issued daily for every student.

Class	Number of students		Total
	Male	Female	
Six			
Seven			
Eight			
Nine			
Ten			

34 Your view about the eagerness of the students on the use of library. Put the tick (✓) mark

Good	Sound	Very good
------	-------	-----------

35 What steps are taken by the authority to grow the interest of the students for using the library. Put the tick (✓) mark

Study competition	By arranging story telling program	Building awareness	By doing more library classes
-------------------	------------------------------------	--------------------	-------------------------------

- 36 The main problems to operate a library in the institute? Put tick (✓) marks. :

* Lack of Librarian

* Lack of proper rules

* Lack of budget

* Students' lack of interest to reading

- 37 By what system the transaction of the library is operated? Put the tick (✓) mark

Through Register	By library card	By both register and card
------------------	-----------------	---------------------------

- 38 Is there internet connection in the library :

Yes	No
-----	----

- 39 Does it need internet connection :

Yes	No
-----	----

- 40 What furniture does the library have :

Almirah	Chair	Table
---------	-------	-------

- 41 According to you what furniture are needed for the library :

Almirah	Chair	Table
---------	-------	-------

- 42 Is there any scarcity of fund to operate the library. (put tick (✓) mark) :

Yes	No
-----	----

- 43 What type of selves do you use to keep the books :

Open shelves	Close Shelves
--------------	---------------

- 44 How do you arrange books in the shelves? :

(a) According to addition number.

(b) According to post number.

(c) According to the subject.

(d) According to the name of the writers.

- 45 Do you write off the torn and damaged books from the library :

Yes	No
-----	----

- 46 Do you Spray the insecticides in the library regularly? :

Yes	No
-----	----

- 47 Yearly what amount do you think needed to increase the library collection and its furniture? (put tick (✓) mark) :

10,000/	20,000/	30,000/	40,000/	50,000/
---------	---------	---------	---------	---------

- 48 What do you do next to library duty? Put tick (✓) Mark :

Work in the office	Take Classes	Help the head teacher	Others
--------------------	--------------	-----------------------	--------

- 49 Do you think your service in the library is enough? (put tick (✓) mark) :

Yes	No
-----	----

- 50 If not the what kind of service do you want to dedliver? (put tick (✓) mark) :

According to the wish of the Students	Contributing to the Syllabus	Providing services according to the library service rule	According to the demand of the students	According to the will of the institution committee	Assording to the will of teachers of the institution
---------------------------------------	------------------------------	--	---	--	--

- 51 What do you think are the barriers to give library services to the users? (put tick (✓) mark)

Fund	Time	Worker	Administration	Infrastructural facility	others
------	------	--------	----------------	--------------------------	--------

- 52 From the professional view point how do you feel to do this work? (put tick (✓) mark)

Good	Medium	Very good
------	--------	-----------

- 53 What is your opinion regarding the post of the school librarian? (put tick (✓) mark)

Assistant teacher (Library)	Librarian	Assistant librarian	Library Assistant
-----------------------------	-----------	---------------------	-------------------

- 54 What do you think the salary scale of a librarian should have? (put tick (✓) mark)

4100/-	5100/-	6800/-
--------	--------	--------

- 55 Do you have any idea about the recommendations made by the education commission on library? (put tick (✓) mark)

Yes	No
-----	----

- 56 If you have, do you think it is important to implement the recommendations? (put tick (✓) mark)

Yes	No
-----	----

- 57 What are the reason you think for not being implemented the Education Commission's recommendation?

(a) Government did not take any step

(b) not updated

(c) because students did not accept it

(d) for not having infrastructural opportunity.

- 58 If you have any opinion about Education Commission please write down.

1)

2)

3)

- 59 For proper library management do you think it is important to implement the policy regarding appointment structure of man power in the non - government schools declared on 24.10.1995 and absorb it under MPO . (put tick (✓) mark)

Yes	No
-----	----

- 60 Do you think it is necessary to have local inter-library loan system (put tick (✓) mark)

Yes	No
-----	----

- 61 Do you have interest in attending any district level professional seminar? (put tick (✓) mark)

Yes	No
-----	----

- 62 Are you a member of Library Association of Bangladesh (LAB) or BELID? (put tick (✓) mark)

Yes	No
-----	----

- 63 Do you have any public library around the school? (put tick (✓) mark)

Yes	No
-----	----

Thanking you for your kind help in providing the information.

Signature & Seal of
the Head of the Institute.

Signature of librarian /
responsible teacher

Signature of information collector

Development of Secondary School Library System in Bangladesh :

Problems and prospects

[Questions about Library and Information Science on Ph.D.]

[To be filled by the students]

[Put the tick (✓) mark where necessary]

1. Name: Class:
Roll No: Age :
2. Name and address of school:
.....
.....
3. Is there any Library in the school? :

Yes	No
-----	----
4. If yes, when does it open?
(a) During school hour. (b) After school.
(c) 1 hour before the school starts. (d) During tiffin
5. What types books are available in the school ? :
(a) Course books. (b) Story books.
(c) Reference books. (d) others
6. What kinds of books do you think may have in the library? :
(a) (b) (c) (d)
7. Can you read books in or take it from the library as per your desire? :

Yes	No
-----	----
8. Are you satisfied with the service provided by the library at present? :

Yes	No
-----	----
9. What kinds of problem do you notice ? :
(a) Library does not remain open (b) Books are not available.
10. What kinds of service do you expect from the library ? :
(a) the library remain open always (b) availability of course books
(c) availability of reference books (d) having facility to take interesting story books home
11. Do you think it would be helpful for you if there were two or three periods in a week on using library? :

Yes	No
-----	----

12. Do you think it would be helpful for you if the library remain open 1 hour before the school starts and 1 after the break? :
- | | |
|-----|----|
| Yes | No |
|-----|----|
13. What do you understand by library? :
- (a) Where the teacher will sit (b) Where there will be official materials
- (c) Headmaster's room of the school (d) Where there will be the opportunity to read books and take home
- (e) others
14. Do you have internet connections in the school library? :
- | | |
|-----|----|
| Yes | No |
|-----|----|
15. If not, what benefit do you think you get from having internet? :
- (a) Brows internet (b) Can send news abroad
- (c) can learn new subjects (d) can chat with friends
16. What service do you expect to get from library? :
- (a) Availability all kinds of course book (b) Can study during time off in cool brain
- (c) Can chat with friends (d) New information of subjects can be learnt from internet
- (e) others

Thanking you for your kind help

Signature of information collector

Signature of librarian /

Development of Secondary School Library System in Bangladesh :

Problems and prospects

[Questions about Library and Information Science on Ph.D.]

[To be filled by the Teachers' Representative]

Put tick mark(✓) where necessary.

1. Name of teacher :
2. Index number :
3. Name of working institute :
4. Code number of the institute :
5. (a) First Joining date of teaching profession :
(b) Date of selection as a Teacher's Representative:

6. Educational Qualification

Name of the Exam	SSC/ Equivalence	HSC / Equivalence	Graduation/ Honours			Masters	B. Ed	M. Ed
			B. A.	B.Sc.	B. Com			

7. Please mention if you have any training on library before joining the job

Name of the training institute	Duration

8. (a) Have you participated in any in service training on library education? :

Yes	No
-----	----

(b) If yes, please add the information below-

Training		Opinion			
Name of the institute	Duration	Subject Matter		Duration	
		Appropriate	Ought to be more elaborately subject wise	Appropriate	Duration should be increased

9. Do your school have library?

Yes	No
-----	----

10. If yes, do the students use library?

Yes	No
-----	----

11. Does it have the facility to teach library subject?

Yes	No
-----	----

12. What are the barriers of library education that you perceive?

(a) Do you have separate lab facility?

Yes	No
-----	----

(b) There are scarcity of library and computer equipments?

Yes	No
-----	----

(c) Is there any separate budget for library education?

Yes	No
-----	----

(d) Is there adequate electricity?

Yes	No
-----	----

(e) There is lack of awareness among students and gurdians

Yes	No
-----	----

(f) There is lack of training of the library teachers?

Yes	No
-----	----

(g) There is lack of books related to library education?

Yes	No
-----	----

(h) If there are others please specify below?

13. please give your opinion regarding elimination of the barriers of library education

(a)

(b)

(c)

(d)

(e)

14. Please make some recommendations to improve the condition of library education

(a)

(b)

(c)

(d)

(e)

15. Are you aware of the recommendations on library mabe by the Qudrat-E-Khuda education commission?

Yes	No
-----	----

16. Whether the recommendations on library mabe by the Qudrat-E-Khuda education commission Implented

Yes	No
-----	----

17. Do you think that the commission's recommendations are adequete?

Yes	No
-----	----

(a) If yes, why?

(b) If not, what important issues do you think are to be added?

(a)

(b)

(c)

Thanking you for your kind help

Signature of information collector

Signature of librarian /
responsible teacher

Development of Secondary School Library System in Bangladesh :

Problems and prospects

[Questions about Library and Information Science on Ph.D.]

[To be filled by the District Education Officer/ Director & Educationalists]

[Put a tick mark (✓) where necessary]

1. Name, Designation and Address of the Officer :
.....
.....
Phone : E-mail:
2. Date of joining in the present post
3. Date of joining in the present work station
4. Do you think library is necessary in the secondary schools

Yes	No
-----	----
5. According to you what should be the designation of the person working in th library

Assistant teacher	Librarian	Assistant Librarian	Library assistant
-------------------	-----------	---------------------	-------------------
6. What should be the salary scale

6800/=	5100/=	4100/=
--------	--------	--------
7. How many staffs does a library should have?
(a) 1 staff (b) 2 Staffs (c) 3 staffs (d) No need of extra staff
8. How many should a library have?

2000 copy	3000 copy	4000 copy	5000 copy
-----------	-----------	-----------	-----------
9. What should be the % of book collection?

Course books %	Reference books%	Story & Novels %	Others %
----------------	------------------	------------------	----------
10. Is separate donation necessary for library?

Yes	No
-----	----
11. Yearly what amount of donation do you think enough for library operation?

10 to 20 thousand Tk	20 to 30 thousandTk.	30 to 40 thousandTk.	40 to 50 thousandTk.
----------------------	----------------------	----------------------	----------------------
12. What kind of service can be expected from library in future?
(a) Books that help in curriculum (b) Internet and E-mail services.
(c) Modern reference/information services. (d) Audio-visual library services
13. Absence of library in the school hindering the education?

Yes	No
-----	----
14. Having been involved in education administration, planning and devolpment do you recommend developing school libraries?

Yes	No
-----	----
15. Does the USEO have any role in developing school library?

Yes	No
-----	----

- | | | |
|--|-----|----|
| 16. Do the libraries have any role in developing the quality of education? | Yes | No |
|--|-----|----|

17. If the answer is yes, how?

a) Appointing librarians	c) By making it compulsory to establish library	d) supervising continuously
b) Alloting budget		

18. Do you have any idea on the policy formulated on 24.10.1995 regarding appointment of manpower in non-government educational institutions	Yes	No
--	-----	----

19. If yes, then what is the reason for the post not being included in the MPO?

a. For government restriction	b. For not having necessary budget	c. The post is not clear in the policy	d. No need of librarian
-------------------------------	------------------------------------	--	-------------------------

20. For proper library management do you think it is important to implemet the policy regarding appointment structure of man power in the non - government schools declared on 24.10.1995 and absorb it under MPO . (put tick (✓) mark)	Yes	No
---	-----	----

21. Are there recommendations on library in all the education commissions of Bangladesh?	Yes	No
--	-----	----

22. If the answer is yes, which commission made the appropriate recommendations (Answer can be more than one)

a) Qudrat-E-Khuda Commission	c) Shamsul Haque Commission	d) Moniruzzaman Mia Commission
b) Mafijuddin Commission		

23. What issues do you think important should have been in the recommendations

(a)	(b)	(c)	(d)
-----	-----	-----	-----

24. Any step taken further to implement the recommendations of the commissions	Yes	No
--	-----	----

25. If the answer is yes, what has been done?

a) Staffs are appointed	b) Budget has been increased	c) Library establishment has been made compulsory	d)
-------------------------	------------------------------	---	----

26. If the answer is no, why it has not been done?

a) No budget	b) Lack of positive attitude	c) No need of library	d) political reason
--------------	------------------------------	-----------------------	---------------------

27. Isn't it possible to impiement the recommendation made by the Qudrat-E-Khuda commission on library?	Yes	No
---	-----	----

28. Reason for not implementing the recommendation of Qudrat-Ekhuda commission?

a) There was no budget	b) library is not necessary for secondary schools	c) 3 staffs are not required in library	d) Political reason
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Thanking you for your kind help.

Signature of information collector

Signature of librarian /
responsible teacher

Annexure- 2

List of Responding Schools

Sl No	Institution Name	Post	Thana	District	Division
1	Muladi Mahmudjan High School	Muladi	Muladi	Barisal	Barisal
2	Betagi Girls High School	Betagi	Betagi	Barguna	Barisal
3	Betagi High School	Betagi	Betagi	Barguna	Barisal
4	Barguna Collegiet High School	Barguna	Barguna	Barguna	Barisal
5	Barguna Zilla School	Barguna	Barguna	Barguna	Barisal
6	Bashunia High School	Barguna	Barguna	Barguna	Barisal
7	Gagan Sanjoypur U. High School	Jhalokhati	Jhalokhati	Jhalokati	Barisal
8	Sultan Hossain Khan High School	Jhalokhati	Jhalokhati	Jhalokati	Barisal
9	Dhanshiri Junior High School	Jhalokhati	Jhalokhati	Jhalokati	Barisal
10	Kathalia Pilot High School	Kalathalia	Kalathalia	Jhalokati	Barisal
11	Kathalia Pilot Girls High School	Kalathalia	Kalathalia	Jhalokati	Barisal
12	Chingrakhal High School	Kalathalia	Kalathalia	Jhalokati	Barisal
13	S. J. K. Girls High School	Nalchity	Nalchity	Jhalokati	Barisal
14	Nachullabad High School	Nalchity	Nalchity	Jhalokati	Barisal
15	Rajapur Mi. High School	Nalchity	Nalchity	Jhalokati	Barisal
16	Bathkhali Adakhola A. M. H. Jr. Cl.	Rajapur	Rajapur	Jhalokati	Barisal
17	Palti Jr. Girls School	Rajapur	Rajapur	Jhalokati	Barisal
18	South Baraia N. Khacun Jr. School	Rajapur	Rajapur	Jhalokati	Barisal
19	Matbari Jr. Girls High School	Rajapur	Rajapur	Jhalokati	Barisal
20	P. M. Junior Girl's High School	Rajapur	Rajapur	Jhalokati	Barisal
21	Baraiya High School	Rajapur	Rajapur	Jhalokati	Barisal
22	Shapir Kalla Sahid High School	Akhaura	Akhaura	Brammonbaria	Chitagang
23	Tulai Simul High School	Karnal Bazar	Akhaura	Brammonbaria	Chitagang
24	Hazi Abdul Zaliil High School	Asuganj	Asuganj	Brammonbaria	Chitagang
25	Rausan Ara Zaliil Girls High School	Asuganj	Asuganj	Brammonbaria	Chitagang
26	Patia Ideal High School	Patia	Patia	Chitagang	Chitagang
27	Muzaffarabad N. J. High School	Muzaffarabad	Patia	Chitagang	Chitagang
28	Sitakundu Govt. High School	Sitakundu	Sitakundu	Chitagang	Chitagang
29	Sitakundu Girls High School and College	Sitakundu	Sitakundu	Chitagang	Chitagang
30	Rangunia Idial Bohumukhi Pilot High School	Rangunia	Rangunia	Chitagang	Chitagang
31	Safarvata Union High School	Safarvata	Rangunia	Chitagang	Chitagang
32	Moclab Pilot Girls High School	Moclabganj	Moclab (North)	Chandpur	Chitagang
33	Moclabganj J. B Pilot High School	Moclabganj	Moclab (South)	Chandpur	Chitagang
34	Abdur Razzak Khan Chowdhori High School	Dhannodoul	Brammonpara	Cumilla	Chitagang
35	Copalnagar B. A. B High School	Copalnagar	Brammonpara	Cumilla	Chitagang

36	Montali High School	Montali Bazar	Nanggoal	Cumilla	Chitagang
Sl No	Institution Name	Post	Thana	District	Division
37	Kutumpur High School	Shsrpar	Chandina	Cumilla	Chitagang
38	Chandina Pilot High School	Chandina	Chandina	Cumilla	Chitagang
39	Siziara High School	Siziara	Langgoalkot	Cumilla	Chitagang
40	Atartuk Ideal High School	Dagonbhoia	Dagonbhoia	Feni	Chitagang
41	Dagonbhoia Accademy	Dagonbhoia	Dagonbhoia	Feni	Chitagang
42	Vorbazar Advoket Belaet Hossain High School	Vorbazar	Sonagazi	Feni	Chitagang
43	Mangol Kandi High School	Bktermunsi	Sonagazi	Feni	Chitagang
44	K.P.M High School and College	Candraghona	Kaptai	Rangamati	Chitagang
45	Sahid Samsuddin Girls High School	Kaptai Project	Kaptai	Rangamati	Chitagang
46	Kangrachori Under Secondary School	Bilaichori	Bilaichori	Rangamati	Chitagang
47	Rajostholi Titongpara Govt. High School	Rajostholi	Rajostholi	Rangamati	Chitagang
48	Bangal Halia High School	Bangal Halia	Rajostholi	Rangamati	Chitagang
49	Borkol (sadar) High School	Borkol	Borkol	Rangamati	Chitagang
50	Barunachari High School	Subolang	Borkol	Rangamati	Chitagang
51	Asia Karman Girls High School	Chor Hazari	Kompaniganj	Noakhali	Chitagang
52	Abu Nesar Chowdhori Municipality High School	Basurhat	Kompaniganj	Noakhali	Chitagang
53	Parkot Dasgaria Union High School	Dasgaria	Chatkhil	Noakhali	Chitagang
54	Palla Mahbub Ideal High School	Palla Bazar	Chatkhil	Noakhali	Chitagang
55	Chor Ababil Rochim Uddin High School	Haiderganj	Raipur	Laxmipur	Chitagang
56	Haiderganj Hasmotennessa Girls High School	Haiderganj	Raipur	Laxmipur	Chitagang
57	Purbo Mohor Ideal High School	Bibir Hat	Rangoti	Laxmipur	Chitagang
58	Sultana Girls High School	Ramdoel Bazar	Rangoti	Laxmipur	Chitagang
59	Hazir Hat Millat Accademy	Hazirhat	Kamal Nagar	Laxmipur	Chitagang
60	Chor Lowrence High School	Lowrence Khaser Hat	Kamal Nagar	Laxmipur	Chitagang
61	Muzaddad-E-Alfcsani Accademy High School	Rangamati	Rangamati Sadar	Rangamati	Chitagang
62	Rani Daya Mayi High School	Rangamati	Rangamati Sadar	Rangamati	Chitagang
63	Khairullah Govt. Girls High School	Gofargang	Gofargang	Maymensingh	Dhaka
64	Hatikhola Girls High School	Uchuri	Gofargang	Maymensingh	Dhaka
65	Nurul Amin Khan High School	Gouripur	Gouripur	Maymensingh	Dhaka
66	Gouripur Pilot Girls High School	Gouripur	Gouripur	Maymensingh	Dhaka
67	A.M High School	Hacia	Hacia Municipality	Noakhali	Chitagang
68	A. Goni Lower Secondary Girls School	Burirchor	Hacia	Noakhali	Chitagang
69	Kararchar Md. Tofazzal Hossain High School	Kararchar	Sibpur	Narsingdi	Dhaka
70	M.N Accademy	Nogar Kanda	Nogar Kanda	Faridpur	Dhaka
71	Talma Nazimuddin High School	Talma	Nogar Kanda	Faridpur	Dhaka
72	Hamnagar Sasimukhi High School	Hamnagar	Copalpur	Tangail	Dhaka
73	Suti V. M. Pilot High School	Copalpur	Copalpur	Tangail	Dhaka

74	Karimganj Pilot High School	Karimganj	Karimganj	Kishorganj	Dhaka
SI No	Institution Name	Post	Thana	District	Division
75	Karimganj Pilot Girls High School	Karimganj	Karimganj	Kishorganj	Dhaka
76	A.B Nurzahan Hossain High School	Sithpur Bazar	Nikli	Kishorganj	Dhaka
77	Dampara Karar Mahtab Uddin High School	Dampara	Nikli	Kishorganj	Dhaka
78	Bangladesh Railway High School	Dewanganj	Dewanganj	Jamalpur	Dhaka
79	Zil Bangla Sugar Mills High School	D.M Mills	Dewanganj	Jamalpur	Dhaka
80	Melandaho Umiruddin Pilot High School	Melandaho	Melandaho	Jamalpur	Dhaka
81	Maloncho M.A. Gafur High School	Maloncho	Melandaho	Jamalpur	Dhaka
82	Singhojani Girls High School	Jamalpur	Jamalpur	Jamalpur	Dhaka
83	Zawla Gopalpur Bohumukhi High School	Copalpur Bazar	Jamalpur Sadar	Jamalpur	Dhaka
84	Hasamdia United High School	Surjodia	Boalmari	Faridpur	Dhaka
85	Aekub Ali High School	Aekub Ali High School	Boalmari	Faridpur	Dhaka
86	Zahanpur High School	Zahanpur	Madhukhali	Faridpur	Dhaka
87	Gajna Purna Chandra Bohumukhi	Gajna	Madhukhali	Faridpur	Dhaka
88	Aerkandi High School	Aerkandi	Baliakandi	Rajbari	Dhaka
89	Rajdharpur High School	Balunara	Baliakandi	Rajbari	Dhaka
90	Belaet Hossain Bohumukhi High School	Mallapara	Delduer	Tangail	Dhaka
91	Lauhati M.Azher Memorial High School	Lauhati	Delduer	Tangail	Dhaka
92	Barati Nardana Bangladesh High School	Barati	Mirzapur	Tangail	Dhaka
93	Mirzapur Collage	Mirzapur	Mirzapur	Tangail	Dhaka
94	Ganganagar Ideal High School	Gayghar	Sarietpur Sadar	Sarietpur	Dhaka
95	Kurmitola High School	Cantonment	Cantonment	Dhaka	Dhaka
96	Uttar Kafrul High School	Cantonment	Cantonment	Dhaka	Dhaka
97	Adanee Cantonment Public Sch.	Cantonment	Cantonment	Dhaka	Dhaka
98	B A F Shaheen School Kurmitola	Cantonment	Cantonment	Dhaka	Dhaka
99	Janatabag Jr. High School	Demra	Demra	Dhaka	Dhaka
100	Sheikdhi A. M. High School	Demra	Demra	Dhaka	Dhaka
101	Shayampur High School	Demra	Demra	Dhaka	Dhaka
102	Vasha Prodip High School	Demra	Demra	Dhaka	Dhaka
103	A. K High School	Demra	Demra	Dhaka	Dhaka
104	Barna Mala Adarsha High School	Demra	Demra	Dhaka	Dhaka
105	Kalampur Amatun Nessa Girls Sc	Dhamrai	Dhamrai	Dhaka	Dhaka
106	Bhalum A. R. Khan High School	Dhamrai	Dhamrai	Dhaka	Dhaka
107	Kushura Abbas Ali High School	Dhamrai	Dhamrai	Dhaka	Dhaka
108	Berash S.N. S. Pratisthan	Dhamrai	Dhamrai	Dhaka	Dhaka
109	Rayer Bazar High School	Dhanmondi	Dhanmondi	Dhaka	Dhaka
110	Zarina Sikdar Girls H. School	Dhanmondi	Dhanmondi	Dhaka	Dhaka
111	Lake Circus Girls High School	Dhanmondi	Dhanmondi	Dhaka	Dhaka

112	Kakoli High School	Dhanmondi	Dhanmondi	Dhaka	Dhaka
Sl No	Institution Name	Post	Thana	District	Division
113	B C S I R Biddyalaya	Dhanmondi	Dhanmondi	Dhaka	Dhaka
114	Kabi Nazrul Girls High School	Dohar	Dohar	Dhaka	Dhaka
115	Narisha Girls High School	Dohar	Dohar	Dhaka	Dhaka
116	Islamabad High School	Dohar	Dohar	Dhaka	Dhaka
117	Malikanda Meghula High School	Dohar	Dohar	Dhaka	Dhaka
118	Kalachandpur High School	Gulshan	Gulshan	Dhaka	Dhaka
119	Banani Bidya Niketan	Gulshan	Gulshan	Dhaka	Dhaka
120	Banani Model School	Gulshan	Gulshan	Dhaka	Dhaka
121	K. H. M. Jr Girls High School	Gulshan	Gulshan	Dhaka	Dhaka
122	Parjampur Khalindi High School	Keraniganj	Keraniganj	Dhaka	Dhaka
123	Keraniganj Girls High School	Keraniganj	Keraniganj	Dhaka	Dhaka
124	Ispahani High School	Keraniganj	Keraniganj	Dhaka	Dhaka
125	Shah Abdul H K G High School	Kotwali	Kotwali	Dhaka	Dhaka
126	Anandamoye Girls High School	Kotwali	Kotwali	Dhaka	Dhaka
127	Ahmed Bawany Academy	Kotwali	Kotwali	Dhaka	Dhaka
128	Nazir Bazar Girls High School	Kotwali	Kotwali	Dhaka	Dhaka
129	Anwara Begum M. Girls High School	Kotwali	Kotwali	Dhaka	Dhaka
130	Azizia Islamia High School	Kotwali	Kotwali	Dhaka	Dhaka
131	Saleha High School	Lalbag	Lalbag	Dhaka	Dhaka
132	Ashrafabad High School	Lalbag	Lalbag	Dhaka	Dhaka
133	Natun Palton Line High School	Lalbag	Lalbag	Dhaka	Dhaka
134	Shahid Manik A. U. B. Biddyalaya	Lalbag	Lalbag	Dhaka	Dhaka
135	Jamila Khatoon L. G. H. School	Lalbag	Lalbag	Dhaka	Dhaka
136	Islambag Asraf Ali High School	Lalbag	Lalbag	Dhaka	Dhaka
137	Rahmatulla Model High School	Lalbag	Lalbag	Dhaka	Dhaka
138	Sikkha Board Laboratory School	Mirpur	Mirpur	Dhaka	Dhaka
139	H. Shah Ali Girls High School	Mirpur	Mirpur	Dhaka	Dhaka
140	National Bangla High School	Mirpur	Mirpur	Dhaka	Dhaka
141	Mirpur Bangla High School	Mirpur	Mirpur	Dhaka	Dhaka
142	Pallabi M I Model High School	Mirpur	Mirpur	Dhaka	Dhaka
143	Kisholaya U. B. Biddyalaya	Mohammadpur	Mohammadpur	Dhaka	Dhaka
144	Begum Nurjahan M. Girls H/Sch	Mohammadpur	Mohammadpur	Dhaka	Dhaka
145	Mohammadpur Girls High School	Mohammadpur	Mohammadpur	Dhaka	Dhaka
146	The Bengali Medium High School	Mohammadpur	Mohammadpur	Dhaka	Dhaka
147	L. H. Society Boy's High School	Mohammadpur	Mohammadpur	Dhaka	Dhaka
148	Dhaka Badhir Jr School	Motijheel	Motijheel	Dhaka	Dhaka
149	Arambagh Girls High School	Motijheel	Motijheel	Dhaka	Dhaka

150	Post Office High School	Motijheel	Motijheel	Dhaka	Dhaka
Sl No	Institution Name	Post	Thana	District	Division
151	Bangladesh Bank High School	Motijheel	Motijheel	Dhaka	Dhaka
152	T & T High School	Motijheel	Motijheel	Dhaka	Dhaka
153	Model High School (Khilgaon)	Khilgaon	Khilgaon	Dhaka	Dhaka
154	Khilgaon High School	Khilgaon	Khilgaon	Dhaka	Dhaka
155	Khilgaon Girls High School	Motijheel	Motijheel	Dhaka	Dhaka
156	Khilgaon Govt. C. H. School	Motijheel	Motijheel	Dhaka	Dhaka
157	Shantipur High School	Motijheel	Motijheel	Dhaka	Dhaka
158	Begum Hasiba Jr. High School	Nawabganj	Nawabganj	Dhaka	Dhaka
159	Munshi Nagar High School	Nawabganj	Nawabganj	Dhaka	Dhaka
160	Hare Krishna K. K. High School	Nawabganj	Nawabganj	Dhaka	Dhaka
161	Kalacopa K. P. High School	Nawabganj	Nawabganj	Dhaka	Dhaka
162	Nawabganj Pilot H. School	Nawabganj	Nawabganj	Dhaka	Dhaka
163	Udayan Bidyalaya	Ramna	Ramna	Dhaka	Dhaka
164	Segun Bagicha High School	Ramna	Ramna	Dhaka	Dhaka
165	Begum Rahima A. U. B. Biddalaya	Ramna	Ramna	Dhaka	Dhaka
166	Ramna Railway High School	Ramna	Ramna	Dhaka	Dhaka
167	Nilkhet High School	Ramna	Ramna	Dhaka	Dhaka
168	Savar Girls High School	Savar	Savar	Dhaka	Dhaka
169	Sabhar A. C. High School	Savar	Savar	Dhaka	Dhaka
170	St. Joreph's School	Savar	Savar	Dhaka	Dhaka
171	Adarsha High School	Savar	Savar	Dhaka	Dhaka
172	Alhaz Zafar Bepary High School	Savar	Savar	Dhaka	Dhaka
173	Francis Xavier's Girls H/Sch.	Sutrapur	Sutrapur	Dhaka	Dhaka
174	St. Gregory's High School	Sutrapur	Sutrapur	Dhaka	Dhaka
175	Graduates High School	Sutrapur	Sutrapur	Dhaka	Dhaka
176	Waru Uchya Bidyalaya	Sutrapur	Sutrapur	Dhaka	Dhaka
177	Shahid Nabi High School	Sutrapur	Sutrapur	Dhaka	Dhaka
178	Rajdhani Uchcha Bidyalaya	Tejgaon	Tejgaon	Dhaka	Dhaka
179	Shaheed Monu Miah High School	Tejgaon	Tejgaon	Dhaka	Dhaka
180	Nakhla para H. Ali High School	Tejgaon	Tejgaon	Dhaka	Dhaka
181	Community Centre A. Bidd	Tejgaon	Tejgaon	Dhaka	Dhaka
182	S M Moazzammel Hoque Tech Sc (V)	Uttara	Uttara	Dhaka	Dhaka
183	Uttarkhan Collegiate Jr. School	Uttara	Uttara	Dhaka	Dhaka
184	Manil Nagar Model High School	Sabujbag	Sabujbag	Dhaka	Dhaka
185	Shahid Zia Basabo High School	Sabujbag	Sabujbag	Dhaka	Dhaka
186	K. Purba Basabo High School	Sabujbag	Sabujbag	Dhaka	Dhaka
187	Hazi Asraf Ali Jr. High School	Kafrul	Kafrul	Dhaka	Dhaka

188	Mongla Sidh S. M. High School	Atpara	Atpara	Netrokona	Dhaka
Sl No	Institution Name	Post	Thana	District	Division
189	Teligati B. N. H. K. Academy	Atpara	Atpara	Netrokona	Dhaka
190	Baniajan C. T. High School	Atpara	Atpara	Netrokona	Dhaka
191	Atpara T. S. S. Girls High School	Atpara	Atpara	Netrokona	Dhaka
192	Khila Bilateral High School	Atpara	Atpara	Netrokona	Dhaka
193	Barohatta Pilot Girls High School	Barohatta	Barohatta	Netrokona	Dhaka
194	Barohatta C.K. Pilot High School	Barohatta	Barohatta	Netrokona	Dhaka
195	Ujangaon Monash A. High School	Barohatta	Barohatta	Netrokona	Dhaka
196	Haziganj High School	Barohatta	Barohatta	Netrokona	Dhaka
197	Barhata C. K. P. P. High School	Barohatta	Barohatta	Netrokona	Dhaka
198	Barohatta P. Girl's High School	Barohatta	Barohatta	Netrokona	Dhaka
199	Nischintapur High School	Barohatta	Barohatta	Netrokona	Dhaka
200	Kakairgora Junior High School	Durgapur	Durgapur	Netrokona	Dhaka
201	Krishnerchar High School	Durgapur	Durgapur	Netrokona	Dhaka
202	Chandigar High School	Durgapur	Durgapur	Netrokona	Dhaka
203	Khaliajuri High School	Khaliajuri	Khaliajuri	Netrokona	Dhaka
204	Prakashnath Public High School	Khaliajuri	Khaliajuri	Netrokona	Dhaka
205	Jagannathpur M. U. S. High School	Khaliajuri	Khaliajuri	Netrokona	Dhaka
206	Sargaon B. P. High School	Khaliajuri	Khaliajuri	Netrokona	Dhaka
207	Kutub Pur Public High School	Khaliajuri	Khaliajuri	Netrokona	Dhaka
208	Anandapur Jr. High School	Kalmakanda	Kalmakanda	Netrokona	Dhaka
209	Nazirpur P. Ja. High School	Kalmakanda	Kalmakanda	Netrokona	Dhaka
210	Sacred Heart High School	Kalmakanda	Kalmakanda	Netrokona	Dhaka
211	Nalchakra High School	Kalmakanda	Kalmakanda	Netrokona	Dhaka
212	Kalmakanda Pilot High School	Kalmakanda	Kalmakanda	Netrokona	Dhaka
213	Balaishimul J.K Academy	Kendua	Kendua	Netrokona	Dhaka
214	Ashujia J. N. C. Institution	Kendua	Kendua	Netrokona	Dhaka
215	Rampur Anwar High School	Kendua	Kendua	Netrokona	Dhaka
216	Sandikona High School	Kendua	Kendua	Netrokona	Dhaka
217	Mitali High School	Kendua	Kendua	Netrokona	Dhaka
218	Khajuria High School	Madan	Madan	Netrokona	Dhaka
219	Maghan Jr. High School	Madan	Madan	Netrokona	Dhaka
220	Padansree A U Khan High School	Madan	Madan	Netrokona	Dhaka
221	Jahangirpur T. A. P. High School	Madan	Madan	Netrokona	Dhaka
222	Madan S. Smaranika Girls High School	Madan	Madan	Netrokona	Dhaka
223	Nohanganj Public High School	Mohanganj	Mohanganj	Netrokona	Dhaka
224	Mohanganj Pilot Girls High School	Mohanganj	Mohanganj	Netrokona	Dhaka
225	Maghan High School	Mohanganj	Mohanganj	Netrokona	Dhaka

226	Khurshimul High School	Mohonganj	Mohonganj	Netrokona	Dhaka
Sl No	Institution Name	Post	Thana	District	Division
227	Samaj High School	Mohonganj	Mohonganj	Netrokona	Dhaka
228	Netrokona High School	Netrokona	Netrokona	Netrokona	Dhaka
229	Jahanara M. Girl's High School	Netrokona	Netrokona	Netrokona	Dhaka
230	Netrokona Adarsha Balika Bidya	Netrokona	Netrokona	Netrokona	Dhaka
231	Dutt High School	Netrokona	Netrokona	Netrokona	Dhaka
232	Netrokona C. Nath High School	Netrokona	Netrokona	Netrokona	Dhaka
233	Moulovi Nagar Jr. High School	Netrokona	Netrokona	Netrokona	Dhaka
234	N. Jaria Jhanjail High School	Purbadhala	Purbadhala	Netrokona	Dhaka
235	Shalithi High School	Purbadhala	Purbadhala	Netrokona	Dhaka
236	Dhala Mulgaon Jaria Jhanjail	Purbadhala	Purbadhala	Netrokona	Dhaka
237	Dewtukon A. Gani Jr High School	Purbadhala	Purbadhala	Netrokona	Dhaka
238	Meghshimul High School	Purbadhala	Purbadhala	Netrokona	Dhaka
239	Chagra Bl. High School	Purbadhala	Purbadhala	Netrokona	Dhaka
240	Shyamganj Ml. High School	Gouripur	Gouripur	Mymensingh	Dhaka
241	Shymganj Girl's High School	Gouripur	Gouripur	Mymensingh	Dhaka
242	Cobindapur B. High School	Gouripur	Gouripur	Mymensingh	Dhaka
243	Shahganj Ml. High School	Gouripur	Gouripur	Mymensingh	Dhaka
244	Lankhakhola High School	Gouripur	Gouripur	Mymensingh	Dhaka
245	St. Maryis Girls Junior School	Haluaghat	Haluaghat	Mymensingh	Dhaka
246	Char Bangalia Night M. M. Nr. High School	Haluaghat	Haluaghat	Mymensingh	Dhaka
247	Haluaghat Model High School	Haluaghat	Haluaghat	Mymensingh	Dhaka
248	Haluaghat Girl's High School	Haluaghat	Haluaghat	Mymensingh	Dhaka
249	Biroidakuni High School	Haluaghat	Haluaghat	Mymensingh	Dhaka
250	I. Gonj Biseswari High School	Iswarganj	Iswarganj	Mymensingh	Dhaka
251	Iswarganj P. Girl's High School	Iswarganj	Iswarganj	Mymensingh	Dhaka
252	Charankhala High School	Iswarganj	Iswarganj	Mymensingh	Dhaka
253	Bashati High School	Nandail	Nandail	Mymensingh	Dhaka
254	Bakchanda Abdus Samad Academy	Nandail	Nandail	Mymensingh	Dhaka
255	Udang Madhupur High School	Nandail	Nandail	Mymensingh	Dhaka
256	Singrail High School	Nandail	Nandail	Mymensingh	Dhaka
257	Dilaipur High School	Nandail	Nandail	Mymensingh	Dhaka
258	Amirabag High School	Phulpur	Phulpur	Mymensingh	Dhaka
259	Thakur Baghai High School	Phulpur	Phulpur	Mymensingh	Dhaka
260	Hazi Helaluddin Girl's High School	Phulpur	Phulpur	Mymensingh	Dhaka
261	Aska High School	Bhaluka	Bhaluka	Mymensingh	Dhaka
262	Goari B. Bazar High School	Bhaluka	Bhaluka	Mymensingh	Dhaka
263	Kongsher Kul High School	Bhaluka	Bhaluka	Mymensingh	Dhaka

164	Fulbaria Pilot Boys High School	Fulbaria	Fulbaria	Mymensingh	Dhaka
Sl No	Institution Name	Post	Thana	District	Division
165	Fulbaria P. Girls High School	Fulbaria	Fulbaria	Mymensingh	Dhaka
166	Chankanda Ml.High School	Fulbaria	Fulbaria	Mymensingh	Dhaka
167	Mondalbari Girls High School	Fulbaria	Fulbaria	Mymensingh	Dhaka
168	F. Rahman Girl's High School	Gaffargaon	Gaffargaon	Mymensingh	Dhaka
169	Razia Junior Girls High School	Gaffargaon	Gaffargaon	Mymensingh	Dhaka
170	M K Rabeya Girl's Jr High School	Gaffargaon	Gaffargaon	Mymensingh	Dhaka
171	Muslim Girl's High School	Kotwali	Kotwali	Mymensingh	Dhaka
172	Police Line High School	Kotwali	Kotwali	Mymensingh	Dhaka
173	Edward Institution	Kotwali	Kotwali	Mymensingh	Dhaka
174	Nasirabad Girl's High School	Kotwali	Kotwali	Mymensingh	Dhaka
175	Gohaile Kandi High School	Kotwali	Kotwali	Mymensingh	Dhaka
176	Nabaron Bidyaniketan	Muktagacha	Muktagacha	Mymensingh	Dhaka
177	Muk. Adarsha Girl's School	Muktagacha	Muktagacha	Mymensingh	Dhaka
178	Kheruajani High School	Muktagacha	Muktagacha	Mymensingh	Dhaka
179	Lakshmipur M-L High School	Muktagacha	Muktagacha	Mymensingh	Dhaka
180	Purabari High School	Trishal	Trishal	Mymensingh	Dhaka
181	Mathbari Union Girl's High School	Trishal	Trishal	Mymensingh	Dhaka
182	Eidgah High School	Trishal	Trishal	Mymensingh	Dhaka
183	Jatda High School	Trishal	Trishal	Mymensingh	Dhaka
184	Shakhua High School	Trishal	Trishal	Mymensingh	Dhaka
185	Dhubaura Ml.High School	Dhubaura	Dhubaura	Mymensingh	Dhaka
186	Dhairpara High School	Dhubaura	Dhubaura	Mymensingh	Dhaka
187	Dhubaura B Girls High School	Dhubaura	Dhubaura	Mymensingh	Dhaka
188	Shoagipara High School	Dhubaura	Dhubaura	Mymensingh	Dhaka
189	Shahid Ab. Zafil High School	Moghia	Kochua	Bagerhat	Khulna
190	Lokhpur Albaz Ambia Ishaq Girls High School	Lokhpur Bazar	Fakirhat	Bagerhat	Khulna
191	Sahid Hamaet Uddin Girls High School	Mollahat	Mollahat	Bagerhat	Khulna
192	Jibannagar Thana Pilot Girls High School	Doulacganj	Jibannagar	Chuadanga	Khulna
193	Gokulkhali High School	Gokulkhali	Alamdanga	Chuadanga	Khulna
194	Alamdanga Bohumukhi Model Pilot High School	Alamdanga	Alamdanga	Chuadanga	Khulna
195	Memnagar B.D High School	Darsona	Damurhuda	Chuadanga	Khulna
196	Damurhuda Pilot High School	Damurhuda	Damurhuda	Chuadanga	Khulna
197	Hasadah High School	Hasadah	Jibannagar	Chuadanga	Khulna
198	Shara Danga Jr. School	Abhaynagar	Abhaynagar	Jessore	Khulna
199	Bagharpara M. L. P. High School	Bagharpara	Bagharpara	Jessore	Khulna
200	Bagharpara Girl's High School	Bagharpara	Bagharpara	Jessore	Khulna
201	Khanpur High School	Bagharpara	Bagharpara	Jessore	Khulna

302	Narikelbaria S.S. B. Bidyalaya	Bagharpara	Bagharpara	Jessore	Khulna
Sl No	Institution Name	Post	Thana	District	Division
303	Coribpur Adarsha Bidyapit	Chowgacha	Chowgacha	Jessore	Khulna
304	Sammilani High School	Chowgacha	Chowgacha	Jessore	Khulna
305	Chowgacha S. Ml. High School	Chowgacha	Chowgacha	Jessore	Khulna
306	Jhikargacha Ml. High School	Jhikargacha	Jhikargacha	Jessore	Khulna
307	Jhikargacha B. M. Ml. High School	Jhikargacha	Jhikargacha	Jessore	Khulna
308	Laujani N. M. High School	Jhikargacha	Jhikargacha	Jessore	Khulna
309	Jhikargacha Girl's High School	Jhikargacha	Jhikargacha	Jessore	Khulna
310	Teghori P. M. Ml. High School	Keshabpur	Keshabpur	Jessore	Khulna
311	Protappur Nivaran High School	Keshabpur	Keshabpur	Jessore	Khulna
312	Rash Behari Institute	Keshabpur	Keshabpur	Jessore	Khulna
313	Satiantala C. Bl. High School	Kotwali	Kotwali	Jessore	Khulna
314	Munshi Meherullah Academy	Kotwali	Kotwali	Jessore	Khulna
315	Sacred Heart Jr. High School	Kotwali	Kotwali	Jessore	Khulna
316	Jessore Night School	Kotwali	Kotwali	Jessore	Khulna
317	Sammilani Institution	Kotwali	Kotwali	Jessore	Khulna
318	Chandipur Ml. Secondary School	Manirampur	Manirampur	Jessore	Khulna
319	Rajganj S.S. Girls Bidyapith	Manirampur	Manirampur	Jessore	Khulna
320	Solokhada High School	Manirampur	Manirampur	Jessore	Khulna
321	Benapole M. L. Benapole	Sarsha	Sarsha	Jessore	Khulna
322	Moriam M. Balika Bidhyapith	Sarsha	Sarsha	Jessore	Khulna
323	Puckhali Jr. High School	Sarsha	Sarsha	Jessore	Khulna
324	Balunda B L High School	Sarsha	Sarsha	Jessore	Khulna
325	Nawapara Sankarpasa High School	Nawapara	Ovanagar	Jessore	Khulna
326	Sundoli S.T School & Collage	Sundoli	Ovaynagar	Jessore	Khulna
327	Bhadurpur Bohomukhi High School	New Town	Sadar Jessore	Jessore	Khulna
328	Hasimpur High School	Hasimpur	Sadar Jessore	Jessore	Khulna
329	Nowapara Sankarpasa High School	Nowapara	Ovaynagar	Jessore	Khulna
330	Chandipur High School	Gaurinagar	Bagharpara	Jessore	Khulna
331	Towra Azizur Rahman High School Potuapara	Gadkhali	Jikargacha	Jessore	Khulna
332	Jikargacha B.M High School	Jikargacha	Jikargacha	Jessore	Khulna
333	Singhozulli Masiur Rahman Memorial High School	Shingozulli	Chowgacha	Jessore	Khulna
334	Pourasava Girls High School	Manirampur	Manirampur	Jessore	Khulna
335	Nengurahat High School	Nengurahat	Manirampur	Jessore	Khulna
336	Nagor Chop Bahumukhi High School	Chinatola	Manirampur	Jessore	Khulna
337	Sakenderpur High School	Gourinagar	Bagharpara	Jessore	Khulna
338	Sammiloni Girls High School	Jikargacha	Jikargacha	Jessore	Khulna
339	Akij High School	Jadobpur	Jikargacha	Jessore	Khulna

340	Deluabari High School	Chalkidanga	Monirampur	Jessore	Khulna
Sl No	Institution Name	Post	Thana	District	Division
341	Basbaria High School	Copsena	Keshobpur	Jessore	Khulna
342	M.S.J.L. High School	Natua para	Kaliganj	Jinaidha	Khulna
343	Hat Baro Bajar High School	Hat Baro Bajar	Kaliganj	Jinaidha	Khulna
344	Ratanpur Taraknath Biddapich	Ratanpur	Kaliganj	Jinaidha	Khulna
345	Moslem Uddin High School	Hat Bakua	Jinaidha	Jinaidha	Khulna
346	Sailojanath Girls High School	Kalicharonpur	Jinaidha	Jinaidha	Khulna
347	Kabirpur High School	Saulokupa	Saulokupa	Jinaidha	Khulna
348	Saulokupa Pilot High School	Saulokupa	Saulokupa	Jinaidha	Khulna
349	Amannagar Kollangacha High School	Kollangacha	Kotchadpur	Jinaidha	Khulna
350	Mahaspur High School	Mahaspur	Mahaspur	Jinaidha	Khulna
351	Maherpur Govt. High School	Maherpur	Maherpur	Maherpur	Khulna
352	Ashrafpur High School	Ashrafpur	Maherpur	Maherpur	Khulna
353	Khamarpara High School	Khamarpara	Sripur	Magura	Khulna
354	Binodpur B.K. High School	Binodpur	Mohammadpur	Magura	Khulna
355	Banodpur Nonibala Girls High School	Binodpur	Mohammadpur	Magura	Khulna
356	Magura Govt. High School	Magura	Magura	Magura	Khulna
357	Magura Govt. Girls High School	Magura	Magura	Magura	Khulna
358	A.M.C.R. Samutulla High School	Basueri	Narail	Narail	Khulna
359	Narail V.C. High School	Ratanganj	Narail Sadar	Narail	Khulna
360	Mithapur Bohomukhi High School	Hat-Mithapur	Lohagara	Narail	Khulna
361	Noldi B.S.S. High School	Noldi	Lohagara	Narail	Khulna
362	Raghunathpur Girls High School	Singasolpur	Kalia	Narail	Khulna
363	Chachuri Parulia High School	Chachuri Parulia Hig	Kalia	Narail	Khulna
364	Maijpara High School	Moddhapalli	Narail	Narail	Khulna
365	Mahassarpasa High Girls School	Khuac	Doulatpur Metro	Khulna	Khulna
366	Alim Estern High School	Ara silpo alaka	Fultala	Khulna	Khulna
367	Moshikkali High School	Ara silpo alaka	Fultala	Khulna	Khulna
368	Khulna Collegiet School	Newmarket	Sonadanga	Khulna	Khulna
369	Sonapota High School	Khulna	Khulna	Khulna	Khulna
370	Dhaka Match Industris High School	Khulna	Khulna	Khulna	Khulna
371	Sonali Jute Mills High School	Sonali Jute Mills	Khan Jahan Ali	Khulna	Khulna
372	Khulna Engineering University School	Khuac	Dighlia	Khulna	Khulna
373	Sasivuson High School	Doulatpur	Doulatpur	Khulna	Khulna
374	Batiaghata T H Q P High School	Betil Hatkhola	Batiaghata	Khulna	Khulna
375	Batiaghata ML High School	Khaskaoulia	Batiaghata	Khulna	Khulna
376	Hogolbunia H ML High School	Khaskaoulia	Batiaghata	Khulna	Khulna
377	Chalan K. C. Pilot High School	Fulbari	Dacope	Khulna	Khulna

378	Lakshmikhola C. T. P. H. School	Naodanga	Dacope	Khulna	Khulna
Sl No	Institution Name	Post	Thana	District	Division
379	Yasin High School	Kurigram	Dacope	Khulna	Khulna
380	Dacope Saheberabad High School	Parbortipur	Dacope	Khulna	Khulna
381	D Mohsin High School	Parbortipur	Daulatpur	Khulna	Khulna
382	Afiluddin Mule High School	Baniachang	Daulatpur	Khulna	Khulna
383	Maheswarapasha K M High School	Ronkeli North	Daulatpur	Khulna	Khulna
384	Maheswarapasa Girl's High School	Porjana	Daulatpur	Khulna	Khulna
385	Kulati Girl's Jr. High School	Shajadpur	Dumuria	Khulna	Khulna
386	Gatudia A C G B High School	Bayddojamtayl	Dumuria	Khulna	Khulna
387	Kulati High School	Carabari	Dumuria	Khulna	Khulna
388	Miksimil Girls High School	Bayddojamtayl	Dumuria	Khulna	Khulna
389	Saint Joseph S High School	Balkuchi	Khulna	Khulna	Khulna
390	Khan Jahan Ali High School	Sohagpur	Khulna	Khulna	Khulna
391	B K Union Institution	Betil Hachhola	Khulna	Khulna	Khulna
392	Shahid Suhrawardy High School	Khaskaoulia	Khulna	Khulna	Khulna
393	Sultana Hamid Ali G. H. School	Khaskaoulia	Khulna	Khulna	Khulna
394	S S Girls High School	Fulbari	Khulna	Khulna	Khulna
395	Banskhal High School	Naodanga	Koyra	Khulna	Khulna
396	Miloni Maddyamik Bidyapit	Kurigram	Koyra	Khulna	Khulna
397	Lalua Bagli M M Mule High School	Ronkeli North	Koyra	Khulna	Khulna
398	Jakaria Shikha Nekatan	Patli	Koyra	Khulna	Khulna
399	Sahid Zia Girls High School	Gadaipur	Paikghacha	Khulna	Khulna
400	Volanath Sukda Sundori High School	Gadaipur	Paikghacha	Khulna	Khulna
401	B Nath Sukda Sunduri High School	Srimangal	Paikghacha	Khulna	Khulna
402	Agarghata High School (Multi)	West Shabajpur	Paikghacha	Khulna	Khulna
403	Kapilmuni Sahchari Bidyamundir	Borni	Paikghacha	Khulna	Khulna
404	Kapilmuni M Girl's High School	Kalighat	Paikghacha	Khulna	Khulna
405	Haridhali Union Mule High School	Phukra	Paikghacha	Khulna	Khulna
406	Phultala Re-union High School	Phultala	Phultala	Khulna	Khulna
407	Paigram Kashba High School	Phultala	Phultala	Khulna	Khulna
408	Garakhola Jr. High School	Phultala	Phultala	Khulna	Khulna
409	Damodar M M M L High School	Phultala	Phultala	Khulna	Khulna
410	B P C D Union High School	Phultala	Phultala	Khulna	Khulna
411	Azgara High School	Rupsha	Rupsha	Khulna	Khulna
412	J K S Girl's High School	Rupsha	Rupsha	Khulna	Khulna
413	Belpulia Islamia High School	Rupsha	Rupsha	Khulna	Khulna
414	Debipur Girl's Jr High School	Rupsha	Rupsha	Khulna	Khulna
415	Gazi Memorial High School	Rupsha	Rupsha	Khulna	Khulna

416	Naihati Multilateral High School	Rupsha	Rupsha	Khulna	Khulna
Sl No	Institution Name	Post	Thana	District	Division
417	N K S M A M M High School	Terokhada	Terokhada	Khulna	Khulna
418	S Smriti Girls High School	Terokhada	Terokhada	Khulna	Khulna
419	Sahidpur K A S High School	Terokhada	Terokhada	Khulna	Khulna
420	Induhati N C High School	Terokhada	Terokhada	Khulna	Khulna
421	Arang Hata Junior High School	Dighalia	Dighalia	Khulna	Khulna
422	Apex Girls High School	Dighalia	Dighalia	Khulna	Khulna
423	Lakhohati High School	Dighalia	Dighalia	Khulna	Khulna
424	D M A Majid High School	Dighalia	Dighalia	Khulna	Khulna
425	Rayer Mohal Madhyamik Bidyalaya	Khalispur	Khalispur	Khulna	Khulna
426	Khalispur Mult. High School	Khalispur	Khalispur	Khulna	Khulna
427	Satellite Town High School	Khalispur	Khalispur	Khulna	Khulna
428	Khalispur Mult. Girls High School	Khalispur	Khalispur	Khulna	Khulna
429	National Girls Jr. High School	Sonadanga	Sonadanga	Khulna	Khulna
430	Khulna Collegiate School	Sonadanga	Sonadanga	Khulna	Khulna
431	Pallimangal Girls High School	Sonadanga	Sonadanga	Khulna	Khulna
432	H R H Prince Agakhan High School	Sonadanga	Sonadanga	Khulna	Khulna
433	H A J F Girls High School	Sonadanga	Sonadanga	Khulna	Khulna
434	Pulice Lines School and College	Kustia	Kustia Sadar	Kustia	Khulna
435	Khoksha Janipur Pilot Girls High School	Khoksha	Khoksha	Kustia	Khulna
436	Khoksha Janipur Pilot High School	Khoksha	Khoksha	Kustia	Khulna
437	Alauddin Ahmad High School	Charaikol	Kumarkhali	Kustia	Khulna
438	Koa Islamia High School	Koa	Kumarkhali	Kustia	Khulna
439	Sirajul Haque Muslim High School	Kustia	Kustia Sadar	Kustia	Khulna
440	Nimtala High School	Khaerpur	Mirpur	Kustia	Khulna
441	Chithlia High School	Chithlia	Mirpur	Kustia	Khulna
442	Taragunia High School	Taragunia	Daulatpur	Kustia	Khulna
443	Rifatpur High School	Bikaitpur	Daulatpur	Kustia	Khulna
444	Bharamara Pilot Girls High School	Bharamara	Bharamara	Kustia	Khulna
445	Bharamara Pilot High School	Bharamara	Bharamara	Kustia	Khulna
446	Noornagar Asadata High School	Noornagar	Samnagar	Sackhira	Khulna
447	Vorulia Nagbati High School	Vorulia	Samnagar	Sackhira	Khulna
448	Sakra Komorpur A. G High School	Sakra Komorpur	Sackhira	Sackhira	Khulna
449	Surot Ali Bohumukhi High School	Pirgajon	Kaliganj	Sackhira	Khulna
450	Murarikathi United High School	Murarikathi	Kolaroa	Sackhira	Khulna
451	Amirunnessa High School	Pachteghata	Tala	Sackhira	Khulna
452	Debhata B.B.M.P. Institution	Debhata	Debhata	Sackhira	Khulna
453	Sardeshwary Girls High School	Dinajpur	Dinajpur Sadar	Dinajpur	Rajshahi

454	Al Amin Institute High School	Dinazpur	Dinazpur	Dinazpur	Rajshahi
Sl No	Institution Name	Post	Thana	District	Division
455	Sardessori Girls High School	Dinazpur	Dinazpur	Dinazpur	Rajshahi
456	Naldanga Umeschandra High School	Naldanga	Sadullapur	Gaibangha	Rajshahi
457	Dhaperhat B.M.P Di-mukhi High School	Dhaperhat	Sadullapur	Gaibangha	Rajshahi
458	Kanchipara M.A.U Accademy	Vobaniganj	Fulchori	Gaibangha	Rajshahi
459	Salua Fazla Rabbi Girls High School	Udakhali	Fulchori	Gaibangha	Rajshahi
460	Jatua Khata Di-mukhi High School	Tepa Khoribari	Dimla	Nilfamari	Rajshahi
461	Naidara Girls Di-mukhi High School	Naidara	Dimla	Nilfamari	Rajshahi
462	Fulbari G.M Pilot High School	Fulbari	Fulbari	Dinazpur	Rajshahi
463	Sujapur High School	Fulbari	Fulbari	Dinazpur	Rajshahi
464	Satebganj Pilot High School	Satebganj	Bochaganj	Dinazpur	Rajshahi
465	Satebganj Pilot Girls High School	Satebganj	Bochaganj	Dinazpur	Rajshahi
466	West Mallikpur S.C High School	Bogdairhat	Kaharol	Dinazpur	Rajshahi
467	Joynond S.C High School	Joynandhat	Kaharol	Dinazpur	Rajshahi
468	Vatgang Sikkha Niketon High School	Sundorpur	Kaharol	Dinazpur	Rajshahi
469	Jadurchar High School	Jadurchar	Raumari	Kurigram	Rajshahi
470	Jadurchar Di-mukhi Girls High School	Jadurchar	Raumari	Kurigram	Rajshahi
471	Ulipur Ideal Girls High School	Ulipur	Ulipur	Kurigram	Rajshahi
472	Gorai Pach Pir High School	Pachpir	Ulipur	Kurigram	Rajshahi
473	Thanahat A.U. Pilot High School	Chilmari	Chilmari	Kurigram	Rajshahi
474	Thanahat Pilot Girls High School	Chilmari	Chilmari	Kurigram	Rajshahi
475	I Hai High School	Panihar	Godabari	Rajshahi	Rajshahi
476	Barokhadia High School	Bagha	Bagha	Rajshahi	Rajshahi
477	Dadpur Gorgori High School	Benggari	Bagha	Rajshahi	Rajshahi
478	Kolma High School	Chorkhor	Tanor	Rajshahi	Rajshahi
479	Agrovi Collegiet School	Kazla	Motihar	Rajshahi	Rajshahi
480	Puran Taherpur High School	Aliabad	Durgapur	Rajshahi	Rajshahi
481	Vhagail High School	Kadamshahor	Godabari	Rajshahi	Rajshahi
482	Kadamshahor High School	Kadamshahor	Godabari	Rajshahi	Rajshahi
483	Dhadas High School	Banessor	Pucia	Rajshahi	Rajshahi
484	Kharkhari High School	Kharkharihat	Poba	Rajshahi	Rajshahi
485	Kachua High School	Krisnopur	Tanor	Rajshahi	Rajshahi
486	Rajshahi B.B Hindu Academy	Gheramara	Boalikha	Rajshahi	Rajshahi
487	Taraganj O/A High School	Taraganj	Taraganj	Rangpur	Rajshahi
488	Ekorchali High School	Ekorchali	Taraganj	Rangpur	Rajshahi
489	Al-Hera Accademy School and College	Bera	Bera	Pabna	Rajshahi
490	Ikko Recerch High School	Issordi	Issordi	Pabna	Rajshahi
491	Chacmohor Pilot Girls High School	Chacmohor	Chacmohor	Pabna	Rajshahi

492	Bonwarinagar Pilot Girls High School	Bonwarinagar	Faridpur	Pabna	Rajshahi
Sl No	Institution Name	Post	Thana	District	Division
493	Baserbada Bohomukhi High School	Baserbada	Issordi	Pabna	Rajshahi
494	Debottor Pilot High School	Debottor	Atghoria	Pabna	Rajshahi
495	Demra Hazi Joenullah High School	Demra	Faridpur	Pabna	Rajshahi
496	Krisnapur Govt. High School	Pabna	Pabna	Pabna	Rajshahi
497	Atghoria Pilot High School	Chadva	Atghoria	Pabna	Rajshahi
498	Bangladesh Railway Govt. Chandraprava Biddapith	Pakhsi	Issordi	Pabna	Rajshahi
499	Zilla School, Pabna	Pabna	Pabna	Pabna	Rajshahi
500	Pabna Govt. Girls High School	Pabna	Pabna	Pabna	Rajshahi
501	Suzanagar Pilot High School	Suzanagar	Suzanagar	Pabna	Rajshahi
502	Chatmohor R.C.N & B.S.N Pilot High School	Chatmohor	Chatmohor	Pabna	Rajshahi
503	Shathia Pilot High School	Shathia	Shathia	Pabna	Rajshahi
504	Banwari Nagar C.C. Pilot High School	Banwari Nagar	Faridpur	Pabna	Rajshahi
505	Sahid Abdul Khaleq High School	Khidirpur Bazar	Atgharia	Pabna	Rajshahi
506	Sent Ritas High School	Chatmohor	Chatmohor	Pabna	Rajshahi
507	Fatepur High School	Mirzapur	Volahat	Chapainababganj	Rajshahi
508	Dadanchak Bel Afroz Idrisi Girls High School	Adina College	Sibganj	Chapainababganj	Rajshahi
509	Nazampur High School	Hatbakol	Nachol	Chapainababganj	Rajshahi
510	Anaetpur High School	Anaetpur	Anaetpur	Chapainababganj	Rajshahi
511	Kamal Uddin Girls High School	Chapainababganj	Chapainababganj Sadar	Chapainababganj	Rajshahi
512	Mobarokpur High School	Mobarakpur	Sibganj	Chapainababganj	Rajshahi
513	Ranihat S.L. High School	Ranihat	Sibganj	Chapainababganj	Rajshahi
514	Sonaichondi Girls High School	Sonaichondi	Nachol	Chapainababganj	Rajshahi
515	Rahanpur Janata High School	Rahanpur	Gomastapur	Chapainababganj	Rajshahi
516	Fulkuri Islamic Academy	Tikarampur	Chapainababganj Sadar	Chapainababganj	Rajshahi
517	Sibganj High School	Dariapur	Mahadabpur	Chapainababganj	Rajshahi
518	Dubolhati Rajanath High School	Dubolhati	Naugang Sadar	Naugang	Rajshahi
519	Boalia High School	Boalia	Naugang Sadar	Naugang	Rajshahi
520	Jahangirpur Model High School	Mahadabpur	Mahadabpur	Naugang	Rajshahi
521	Naugang Central Girls High School	Naugang	Naugang	Naugang	Rajshahi
522	Khidirpur High School	Naugang	Naugang Sadar	Naugang	Rajshahi
523	Nurullahbad Bohumukhi High School	Jotbazar	Manda	Naugang	Rajshahi
524	Nozipur Girls High School	Patnitala	Patnitala	Naugang	Rajshahi
525	Ser-E-Bangla Girls High School	Santahar	Naugang	Naugang	Rajshahi
526	Dekhra High School	Kholshi	Bodalgacha	Naugang	Rajshahi
527	Aranagar High School	Laxanpara	Damirhat	Naugang	Rajshahi
528	Dhamir Girls High School	Dhamirhat	Dhamirhat	Naugang	Rajshahi
529	Al Halal Islami Academy	Sapahar	Sapahar	Naugang	Rajshahi

530	Nazir High School	Patnitala	Patnitala	Naugang	Rajshahi
Sl No	Institution Name	Post	Thana	District	Division
531	Sapahar Jamannagar Girls High School	Sapahar	Sapahar	Naugang	Rajshahi
532	Ahsan Ullah Memorial High School	Ahsanganj	Acrai	Naugang	Rajshahi
533	Acrai Pilot High School	Ahsanganj	Acrai	Naugang	Rajshahi
534	Baikonthapur Dhipukhi High School	Begunjoar	Badalgachi	Naugang	Rajshahi
535	Sharoshatipur High School	Sharoshatipur	Mahadebpur	Naugang	Rajshahi
536	Raninagar Girls High School	Raninagar	Raninagar	Naugang	Rajshahi
537	Raninagar Pilot High School	Raninagar	Raninagar	Naugang	Rajshahi
538	Sirajganj Bohumukhi High School	Sirajganj	Sirajganj	Sirajganj	Rajshahi
539	S/B Railway Koloni High School	Sirajganj	Sirajganj	Sirajganj	Rajshahi
540	Sabuz Kanon High School	Sirazganj	Sirazganj	Sirazganj	Rajshahi
541	Gandhail Ratankandi Union Ali Ahmed High School	Gandhail	Kazipur	Sirazganj	Rajshahi
542	Harinathpur A. M Bohumukhi High School	Harinathpur	Kazipur	Sirazganj	Rajshahi
543	Kantronagar Dimukhi High School	Nischintapur	Kazipur	Sirazganj	Rajshahi
544	Dhanghora High School	Dhanghora	Rayganj	Sirazganj	Rajshahi
545	Rayganj Upozilla Sadar Girls High School	dhangora	Rayganj	Sirazganj	Rajshahi
546	Chandaikona Bohumukhi	Chandaikona	Rayganj	Sirazganj	Rajshahi
547	Cultabazar Dimukhi High School	Culta Bazar	Tarash	Sirazganj	Rajshahi
548	Bisamdanga Girls High School	Nimgachi	Tarash	Sirazganj	Rajshahi
549	Jahangir Gitchak Sharappur Boalia High School	Boalia	Tarash	Sirazganj	Rajshahi
550	Ullahpara Marchants Pilot High School	Ullahpara	Ullahpara	Sirazganj	Rajshahi
551	Hamida Pilot Girls High School & College	Ullahpara	Ullahpara	Sirazganj	Rajshahi
552	Ullahpara Ideal High School	Ullahpara	Ullahpara	Sirazganj	Rajshahi
553	Shajadpur Model Pilot High School	Shajadpur	Shajadpur	Sirazganj	Rajshahi
554	Porjana M.N High School	Porjana	Shajadpur	Sirazganj	Rajshahi
555	Moulana sauf Uddin Abia High School	Shajadpur	Shajadpur	Sirazganj	Rajshahi
556	Jamtal Dhopakandi Pilot Girls High School	Bayddojamtal	Kamarkhondo	Sirazganj	Rajshahi
557	Zatibela S.A. High School	Garabari	Kamarkhondo	Sirazganj	Rajshahi
558	Mafiz Uddin Talukder Srimti High School	Bayddojamtal	Kamarkhondo	Sirazganj	Rajshahi
559	Sohagpur Nuton Para A.S. High School	Balkuchi	Balkuchi	Sirazganj	Rajshahi
560	Sohagpur Pilot Girls High School	Sohagpur	Balkuchi	Sirazganj	Rajshahi
561	Betil Bohumukhi High School	Betil Hatkhola	Chouhali	Sirazganj	Rajshahi
562	Chouhali Ideal High School	Khaskaoulia	Chouhali	Sirazganj	Rajshahi
563	Khaskaoulia Girls High School	Khaskaoulia	Chouhali	Sirazganj	Rajshahi
564	Fulbari Ideal High School	Fulbari	Fulbari	Kurigram	Rajshahi
565	West Fulmoti Bahumukhi High School	Naodanga	Fulbari	Kurigram	Rajshahi
566	Kurigram Girls High School	Kurigram	Kurigram	Kurigram	Rajshahi
567	Public High School	Parbartipur	Parbartipur	Dinazpur	Rajshahi

568	Canangkur Pilot High School	Parbortipur	Parbartipur	Dinazpur	Rajshahi
Sl No	Institution Name	Post	Thana	District	Division
569	Nakatihat Sahid Abdul Jabbar High School	Kosaraniganj	Pirganj	Thakurgaon	Rajshahi
570	Chandraria High School	Karnai	Pirganj	Thakurgaon	Rajshahi
571	Lahiri Ml. High School	Baliadanga	Baliadanga	Thakurgaon	Rajshahi
572	Lahiri Girl's High School	Baliadanga	Baliadanga	Thakurgaon	Rajshahi
573	Dhantola Jr. High School	Baliadanga	Baliadanga	Thakurgaon	Rajshahi
574	Haripur High School	Haripur	Haripur	Thakurgaon	Rajshahi
575	Torrah Hafizia High School	Haripur	Haripur	Thakurgaon	Rajshahi
576	Haripur Girl's High School	Haripur	Haripur	Thakurgaon	Rajshahi
577	Bhomradaha High School	Pirganj	Pirganj	Thakurgaon	Rajshahi
578	Khangaon Biswaspur High School	Pirganj	Pirganj	Thakurgaon	Rajshahi
579	Ujjalkotha High School	Pirganj	Pirganj	Thakurgaon	Rajshahi
580	Ladabari Parkunda Junior School	Ranishankail	Ranishankail	Thakurgaon	Rajshahi
581	Kadihat High School	Ranishankail	Ranishankail	Thakurgaon	Rajshahi
582	Balancha N. A. C. High School	Ranishankail	Ranishankail	Thakurgaon	Rajshahi
583	Rator High School	Ranishankail	Ranishankail	Thakurgaon	Rajshahi
584	Palash Bangla High School	Thakurgaon	Thakurgaon	Thakurgaon	Rajshahi
585	Ruhia Girls High School	Thakurgaon	Thakurgaon	Thakurgaon	Rajshahi
586	Jhargan High School	Thakurgaon	Thakurgaon	Thakurgaon	Rajshahi
587	Baniachang Ideal High School	Baniachang	Baniachang	Habiganj	Sylhet
588	Nagura Fern High School	Phukra	Baniachang	Habiganj	Sylhet
589	Manaiullah Ideal High School	Srimangal	Srimangal	Moulvibazar	Sylhet
590	Shabajpur High School and college	West Shabajpur	Borolhaka	Moulvibazar	Sylhet
591	Fakir Bazar High School	Borni	Borolhaka	Moulvibazar	Sylhet
592	Begum Rasuljan Abdul Bari High School	Kalighat	Srimangal	Moulvibazar	Sylhet
593	Ronkeli Girls High School	Ronkeli	Golapganj	Shylet	Sylhet
594	Chatak Bohumukhi High School	Chatok	Sunamganj	Shylet	Sylhet
595	Chandra Girls High School	Chatok	Sunamganj	Shylet	Sylhet
596	Fariza Khatun Girls High School	Fenchuganj	Fenchuganj	Shylet	Sylhet
597	Kasim Ali High School	Fenchuganj	Fenchuganj	Shylet	Sylhet
598	Golapganj Jemea Islamia High School	Ronkeli North	Golapganj	Shylet	Sylhet
599	Pacti Union High School	Pacti	Jagannathpur	Sunamganj	Sylhet
600	Bissomborpur High School	Bissomborpur	Bissomborpur	Sunamganj	Sylhet
601	Katakhal Public High School	Bissomborpur	Bissomborpur	Sunamganj	Sylhet
602	Tetorigang Rasiduddin High School	Adompur Bazar	Komolganj	Moulvibazar	Sylhet

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**The Library Association of Bangladesh
Dhaka, Bangladesh**

Annexure 3

List of Publications during this Study

Role of Libraries for the Development of Secondary Education in Bangladesh: An Overview

*Md. Mizanur Rahman

Abstract

This article focused on secondary Education in Bangladesh. It discussed briefly the existing secondary education system in the perspective of Bangladesh. In addition, it also discussed the importance of school library in various angles for secondary education.

Introduction

Education is the pivot through which the doors of all development turn. It is the novel cord on the life of a nation. No nation in the true sense of the turn can develop its economy by neglecting education. There are three levels of education system in Bangladesh. Among these main three levels of education system, secondary education is very much important because it can produce human resource, which turns into economic development in a country. Keeping in mind this importance of secondary education, library is the heart of educational institution. Thus, the library is an integral part of education. It is a medium of education and plays a similar role in our school curriculum as our science or language laboratories. It is an admitted fact that a library is a pivot around which the entire educational institute rotates, be it a school, college or a university.

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and higher education. Primary level institutions impart primary education basically. Secondary education is imparted by junior secondary, secondary and higher secondary. Under graduate, graduate and other higher-level institutions or equivalent section of other related institutions imparts higher education. The education system is operationally categorized into two streams: primary education (Grade I-V) managed by the Primary and Mass Education Division (PMED) and the other system is the post-primary education which covers all the other levels from junior secondary to higher education under the Ministry of Education (MOE). However, the post-primary stream of education is further classified into four types in terms of curriculum: general education, madrasah education, technical-vocational education and professional education.

1. General Education

a) Primary education

The first level of education is comprised of 5 years of formal schooling (class / grades I - V). Education, at this stage, normally begins at 6+ years of age up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it.

b) Secondary education

The second level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (grades IX -X) is secondary while the last 2 years (grades XI - XII) is called higher secondary.

There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in vocational and trade schools. Moreover, there are high schools where SSC (vocation) courses have been introduced.

In secondary education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies. High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education.

The secondary education is designed to prepare the students to enter into the higher secondary stage. In higher secondary stage, the course is of two-year duration (XI - XII) which is being offered by Higher Secondary School and Intermediate Colleges or by intermediate section of degree or master colleges.

c) Tertiary Education

i) College

The third stage of education is comprised of 2 years of formal schooling. The minimum requirement for admission to higher education is the higher secondary certificate (H.S.C). HSC holders are qualified to enroll in higher education. HSC level colleges and institutes are offered in professional, technical, and other special types of education. These college and institutes are functioning their academic under the control of the Board of Secondary and Higher Secondary Education.

ii) University

There are 79 universities in Bangladesh. Out of these, 25 universities are in the public sector, while the other 54 are in the private sector. Out of 25 public sector universities, 23 universities provide regular classroom instruction facilities and services. Bangladesh Open University (BOU) conducts non-campus distance education program in various branch of education. National University mainly functioning as an affiliated body. For degree and post-graduate education at different colleges and institutions in different fields of education. But of 25 public universities there are 5 engineering and a medical university.

2. Madrasah Education

The old scheme of madrasah education was introduced in 1780 with the establishment of Calcutta Madrasah. In madrasah education, one can learn Islamic religious education along with the general education as complementary to each other in the system of education. The madrasah education system has been continuing with some modifications according to the demand of society. Govt. has been providing government grants to the teachers and employees of the non-government madrasahs like other non-government education institutions (schools and colleges). There are five levels in the madrasah education system in Bangladesh. Namely, ebtedayee, dhakhil, alim, fazil and kamil madrasah education. Dhakhil madrasah education is called secondary education and alimmadrasah education is higher secondary education. It also imparted in some of private Quami-Kharizi madrasahs.

It is not possible to discuss every aspect of education of the country in this study. But BANBEIS finds it relevant to describe the salient features of the present education system of Bangladesh to provide a better understanding and appreciation of the system in the light of the coverage of the national education survey. This short description of the present structure of education system of Bangladesh hopefully provides cover with the basic information about the existing pattern of education in Bangladesh.

Role of Libraries in Secondary Education

The role of the school library in promoting good citizenship, and unity is important, in view of the emphasis of the present day education upon the development of the whole child. The library provides good materials in the matter of training for citizenship and materials on personality development. Social guidance program in the library helps the student to understand himself in relation to group organization and in respect of living in the home, in the school and in the community.

School Library

School library means for the child a new world of spiritual and cultural adventure; it means for the teacher untold increase in resources and power. It means for the school a new atmosphere of learning, a new vision of things intellectual. A school library is the home elements of common interest and the development of the habit of reading for its aesthetic value alone. It means for the public library a growing clientele of intelligent patrons, for unless the habit of reading is inculcated in the child at school, there would be little or no demand on the part of the adults for a public library.

The modern tendency is to have a library in each school and all the advantages of classroom libraries can be derived from open-access to the library. Well-organized, adequately equipped and properly staffed in school libraries are now considered essential all type of educational program that extends beyond the text book and the classroom. The school library is now required to be closely integrated with a school's educational program so that it can best solve its needs and such devices are to be employed as will provide adequate library service to schools efficiently and economically. This new philosophy of school librarianship cannot be accepted in all the secondary schools due to failure of teachers to assimilate the new teaching methods, overtaxing demand on the teacher's time, shortage of trained librarians for organizing and handling materials, lack of suitable accommodation for a library, lack of financial support and over-crowded conditions in schools, lack of understanding and inability to plan a library program.

The success of the Library in a modern school depends upon the administrator, teacher and teacher-librarian's making the library a functional part of the child's everyday experience and its supplying teachers with materials needed in the instructional program and for their own professional growth. The services of the school librarian extend into the classroom, working with each teacher in planning and carrying out projects or units of work and lending books generously to each child to satisfy his requirements. The librarian introduces materials related to the curriculum, encourages collateral reading, gives book talks, tells stories and gives instructions in the use of the library. The library in a modern school is a vital part of the educational opportunity of every pupil in the school. It is a powerful instrument of recreation, information and entertainment for the students, is a suitable forum for cultivation of civic, school and moral habits among the children. With a view to providing effective service to the child as well as the teacher, the library must be organized as a cooperative venture of administrators, teachers and librarians. Such a school library would become one of the significant forces in the use of dynamic methods for the imparting of education.

In the view of modern school library, If the school library is staffed, equipped and organized in such a way that it becomes a contributory factor in the learning processes of boys and girls, then it can be said to serve the requirement of the educational philosophy of the particular school and solve the problem of teaching the use and enjoyment of books. Role of libraries in secondary education is discussed below.

School library: Use on education

The Secondary School library is an important educational aid if it provides materials that will enrich and support the curriculum taking into consideration the varied interest, abilities and maturity level of the pupils served. The following are the educational uses of the school library as summarized by Mr. C.A. Stott, an eminent teacher and librarian in UK in his book *School Libraries-A short Manual*, 1955:

1. To provide material to supplement the work done in subjects taught in the classroom.
2. To provide material to arouse and satisfy the great variety of personal interest a child may develop outside the scope of the curriculum, whether these interests are intellectual, imaginative or practical.
3. To make possible training in the use of books and of a library as sources of information, together with practice in their use;
4. To orient and prepare all children for the public library system.

In short, the school library is a reading room, a centre or learning program, "a social laboratory", and a workshop for the entire school, if an adequate library is provided for its functioning in the school and a good librarian or teacher-librarian is appointed to organize it according to quantitative standards applying to secondary and higher secondary school. Finally it may be said that the aim of library is not to educate a child, but to create in him or her the desire to educate himself or herself and the primary object of the school library, in the words of the late Dr.S.R. Ranganathan, " is to act as a lever by the aid of which one of the primary functions of the school is discharged viz. inducing in the pupils the capacity to find out facts for themselves from printed sources as and when required and the capacity to derive enjoyment and relaxation in the harmless process of reading books."

Responsibility of the School Library

If the school library is to play a part in the education of a child at school, it will have to share a great responsibility with the teachers in view of the educational use of the library in school.

The responsibility of the school library as asserted by the American Association of School Librarians is :

1. To provide materials that will enrich and support the curriculum, taking into consideration the various interests, ability and maturity of the child.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standard.
3. To provide materials representative of the many religious, ethnic and culture groups and their contribution to our heritage.
4. To place principle above personal opinion and reason above prejudice in the selection of materials of the higher quality in order to ensure a comprehensive collection appropriate to the users of the library.²

Objectives of School Library: Students view

The education in the school is to be made student-centered- library. Dr.Ranganathan in his book, 'New Education and School Library', says that all classroom work should have a slant towards students work in the library. This statement flows from the principle of Holism which he enunciates as under :

1. Classroom work and school library work influence each other reciprocally;
2. Either should be focused on the other; and
3. Moreover school library work will have similar reciprocal relation with the physical and social environment

If the about objective of school library is kept in view, the school library is sure to help to cultivate the reading pave the way for perpetual self-education of the individual.

Use of Library: Angle of Curriculum

In view of a change in educational philosophy and pattern of secondary education, the school library will have to be a coordinating agency for the curriculum and it can become the centre of learning program in the schools in the following ways :

1. By the display of teaching materials-educational, transcriptions, maps, charts etc.
2. In planning of the work of the teacher or the pupils the librarian is to recommend audio-visual aids, such as a motion picture or a radio program for students as quickly as he recommends a book.
3. The library should present an inviting, homely atmosphere and be provided with comfortable chairs, tables and reading materials which encourage profitable reading.
4. The library should provide ante-rooms to which small groups of students may retire to work cooperatively in a unit related to a classroom lesson or an assignment under way.

The school library awakens and fosters reading habits among children and young students and enlightens their imaginative minds.

Present Situation of Secondary School Library in Bangladesh

Bangladesh is one of the developing countries in the third world. Over population, natural calamities, terrorism and corruption are the main impediments in the way of development. The library movement of Bangladesh started in mid 19th century with the establishment of four public libraries in the district of Jessore, Bogra, Barishal & Rangpur. Over the last 37 years, a good numbers of different types of libraries were established in the country, however, whole pictures of the secondary school library systems in Bangladesh is not encouraging and not bright.

In Bangladesh, there are 14,275 secondary high schools of them 317 are government and 4225 are non-government junior secondary schools. Every secondary school has 'library' by name without any systematic organization. Each of the school library has some books, which are mostly donated and are kept in one corner of Headmaster's room without the provision of library facilities. Besides, for getting recognition as secondary school there are many conditions. Among them each school should have possibly 2000 copy library books. But it is a matter of great regret that, about 95% schools have no 2000 books. Most of the schools while recognizing borrow these books from a bookshop or a person or from the nearest educational institution for a certain period.

As a result, the teachers and students of those institutions deprive of the library facility. Besides, the small numbers of institutions which have a little amount of books are kept in the headmaster's room or in the librarian's room. Having willingness the teachers deprive of good service of a library. If any students want to get any help from the librarians or acting teachers he has to face unexpected situations. Not only that, he is also threatened by the acting teacher. As a result the condition of secondary school library in Bangladesh is confined to in written text. There is no concrete implementation of it.

The report of 'The Education Watch School Survey 2005, presents the actual picture of secondary school library facilities in Bangladesh that is given below;

Library facilities in schools by school type

School type	Type of library facilities		
	Library with reading facilities	Some books in bookshelves	No library
Junior Secondary	3.3	83.3	13.3
Non-govt. secondary	20.9	74.6	4.6
Govt. secondary	56.7	33.3	10.0
School & college	56.7	43.3	0.0
Dakhil madrasa	5.9	93.2	0.8
Alim madrasa	16.7	83.3	0.0
All	15.0	80.0	5.0

Source: Education Watch School Survey, 2005

The majority of secondary schools in the country have the lack of complete library facilities. Only 15 percent schools had library with adequate books and reading facilities, 80 percent of the surveyed schools had some books in the bookshelves kept in the head teacher's room or in the teachers' common room, and 5 percent of the schools had no library. The school & colleges were ahead of the others in providing library facilities to the students, followed respectively by the government schools, non-government schools, and the Alim madrassas. Some libraries in the non-government schools were established with support from NGOs, with the aim of serving both the school and the community.

Another survey report perform by BANBEIS indicates that;

Another Survey report in BANBAIS 2003 Such as the library facilities are bellows

Institution	Quantity	No. text book	No. others books	Average collection
Junior schools	3854	1073966	1585647	690
Secondary schools	13536	3506867	7426500	807
Dhakil madrasa	5995	3118803	1680061	800
Alim mad.	1220	1088220	571488	1360
Fazil mad.	1030	1567606	525006	2128
Kamil mad.	165	342784	166574	3047
Intermediate colleges	1360	949058	1193498	1575
Degree colleges	1069	1945758	1283469	2927

Source: Education institution Survey, 2003

Recommendation

This paper has tried to highlight the importance of functional secondary school library to supplement teaching learning process. Education is a continuous process and no qualitative educational program can succeed without the accomplishment of an effective secondary school library. It should be realized that a library is an indispensable tool at every level of education and the establishment of secondary school library is desirable.

From the above mentioned discussion the recommendation for the development of secondary school library according to my vision is given below.

- a. Establishment of functional secondary school library should be made compulsory in all secondary schools. Such library should also be adequately stocked with relevant books to the needs of staff and students.
- b. Funding is a crucial factor for the survival of any organization, the school libraries are not exception. The government for the adequate should make efforts budgetary allocation needs to be monitored.
- c. Another side to school library service, which is more important, is the human touch. The best of libraries with quality of the administer them. The importance of an intelligent, sympathetic and a keen worker as teacher librarian cannot be over-emphasized.
- d. Finally, the cooperation of the community where such school is located is important. Parent Teachers Association individuals and private organizations should be encouraged towards the development of school libraries. The school should solicit for donation in form of cash or materials for the secondary school library.

Conclusion:

The school library has positive functions. It must help school in the achievement of the educational programmers by providing materials to supplement and enrich the work done in subjects taught in the class-room. It suggests readings, supplies materials and stimulates interests. The school library service in not a substitute for formal education of the school but it is an in integral part of the school. It promotes the habit of general reading amongst students. Learning is a life long process and the school library must prepare lifetime learners.

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**Library Planning and Management (Part - 3)
Training Manual
for**

**Librarians / Assistant Librarians working in different Govt.
&
Non-Govt. Colleges & Madrashes**

National Academy for Educational Management (NAEM)
Ministry of Education, New Market, Dhaka-1205

Annexure 3

List of Publications during this Study

Secondary School Library System and Services in Bangladesh

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1. Introduction

The librarian in school level play an important role in development and improving the child psychology, earning capacity and also help in supporting the curriculum needs of the teachers and pupils. But it is noted that majority of the schools in Bangladesh as well as no library. Even through few schools are having libraries, there is inadequate infrastructure, such as, lack of independent building, less collection kept in closed access, management of library by non-library professionals, shortage of reading room and furniture. etc. The present study is made to assess the problems of the secondary school library system and service in Bangladesh. noted that of these school libraries under the study, only 88 schools are having their own libraries. It is also included that the different problems in school libraries in Bangladesh such as library professionals, independent library building, collection, etc. The paper concluded with the recommendation that the authority of the schools and government has to establish the libraries in their schools and also solve problems of school libraries in different aspects.

KEYWORDS: *Library, School, Secondary school, Secondary School Libraries, Functions, Importance, Problems and Prospects.*

2. Library

The term 'library' is used for a collection of books and other literary material which have been kept for read, study and consultation. In another sense the term 'library' is used for a place, building, room or, rooms set apart for the keeping and use of a collection of books, etc. A number of books issued by one publisher under a comprehensive title as the "Loeb Classical Library", and usually having some general characteristic such as subject, binding or typography.

Different organization & authors have cited different definition, of the library in different ways.

Encyclopedia of Librarianship defined, "Library is a storehouse of information for dissemination of that information (knowledge)."

Encyclopedia Britannica defined "Library is a collection of written, printed or other graphic or visual material (including films, photographs, tapes, phonograph records, video discs, and microform and computer programs) organized and maintained for reading study and consolation."

In view of above statement library is the centre for collection, preservation and dissemination of reading materials for users who exercise their knowledge. The term "library" has itself acquired a secondary meaning: "a collection of useful material for common use," and in this sense is used in fields such as computer science, mathematics and statistics, electronics and biology

3. Types of Library

Generally libraries are of major four types, such as Public library, Academic library, Special library and National library. In other words, libraries are of mainly two categories; the first category refers to general libraries which serve users of all disciplines and subjects. Accordingly such libraries acquire documents on all branches of knowledge. In the second category, there are special libraries which acquire documents keeping in view the special needs of the specialist's users of the library

4. School

The term 'school' is essentially belonging to the centre of education. School is one institution that provides education. Most of the schools could be described as a building to which children regularly go in order to learn reading, writing, mathematics, science, social studies, and the like. But some types of schools are different from that basic description. The pupils converse with teachers by means of a talk-back radio system. This school of the air is not a building to which students go to learn, but it is a school. An infant school or, nursery school has young children as pupils who may not study such subjects as reading, writing, and calculating. For instance, a good number of Australian children who live on sheep stations far from any town are given daily instruction at home by means of radio or television. Their teacher is in a distant broadcasting studio.

According to the dictionary of education, "school is an organized group of pupils pursuing defined studies at defined levels and receiving instruction from one or more teachers, frequently with the addition of other employees and officers, such as a principal, various supervisors of instruction, and a staff or maintenance workers; usually housed in a single building or group of buildings."

From the above discussion, the school may simply be defined as, an organization which is usually intended for teaching, reading, writing, arithmetic, geography, history, and perhaps some religious knowledge which under the direction of a principal or a head teacher.

5. School Library

School library means a new world of spiritual and cultural adventure for the child; for the teacher it is untold increase in resources and power. It means for the school a new atmosphere of learning, a new vision of things intellectual. It means for the home elements of common interest and the development of the habit of reading for its aesthetic value alone. It means for the public library a growing clientele of intelligent patrons, for unless the habit of reading is inculcated in the child at school, there would be little or no demand on the part of the adults for a public library.

The school library exists as part and parcel of the school program. Its aim should be to further the objectives of the school. The school education system comprises the educational institutes of primary

school, junior secondary high school, secondary high school and higher secondary schools. To do this, the staff of the library must understand fully the aims and aspirations of the school they are serving.

A school library can therefore bring together four main elements:

1. the resources,
2. the users who are students and teaching staff,
3. the library staff, and
4. the environment.

According to Principal B.B Deshpande, “the school library is the soul, the core and the pivot around which the academic life in the school revolves.”

B. S. Kesavan defined, “A school is the most strategic points in an instruction and it compensates for poor and bad teaching”.

American writer Ruth Ann Davis defined, “The school library-a force for educational excellence.”

According to Dr. A. S. R. Ranganathan, “the result of modern re-thinking on education is to make the library the heart of the school, from which every activity in the school radiates and by which it all gets irradiated.”

6. Secondary School Library

Secondary school library means the secondary stage education related library. Secondary education is the preparatory stage of higher education. The learner's knowledge of the use of the library and information or learning habit grows in this stage. Today, as it is clear from the recommendations of the Education Commission, the teacher must employ dynamic methods of teaching by which learning is accelerated and broadened by the use of many and varied devices and materials. In modern secondary school the child also takes his first lesson in human being. He develops such faculties as attention, criticism, coherent expression of meaning, awareness of beauty and moral values. Through self-effort and activity, the child has to develop an effective “art of study”. The child who is surrounded with good books of all kinds learns beyond the classroom routine, and through extensive reading is “able to develop judgment about books and to acquire standards of appreciation and taste.” This involves the training in the use of reference books, instructions or reading techniques and regular use of the secondary school library for acquiring knowledge. This brings into play the use of secondary school library as a “common literary laboratory for students of all ages and stages” and an indispensable agency for imparting real education through dynamic methods of teaching. This has resulted in change in the philosophy of school librarianship.

With a view to providing effective service to the child as well as the teacher, the library must be organized as a cooperative venture of administrators, teachers and librarians and ‘it should be literally and figuratively the hub of every educational institution and the librarian should be the guide,

philosopher and friend of all its inhabitants'. Such as a secondary school library would become one of the significant forces in the use of dynamic methods for the imparting of education.

In view of modern secondary school library, if the secondary school library is staffed, equipped and organized in such a way that it becomes a contributory factor in the learning processes of boys and girls, then it can be said to serve the requirement of the educational philosophy of the particular school and solve the problem of teaching the use and enjoyment of books.

7. Objectives of Secondary School Library

A school library is "an active force in the educative process" and the educational aims and objectives of school library should be well understood and accepted by administrators and teachers.

Above the mentioned objectives there are three core objectives as below:

1. To awaken and foster interest in reading so that children become familiar with books as sources of pleasure and information.
2. To help children to become independent in finding and selecting information relevant to a given job or to their interests and hobbies.
3. To encourage reading in new fields of interest and extend reading in familiar fields.

8. Importance of Secondary School Library

The importance of a secondary school library in a school community can not be disputed. The library exists as a major support service which a school program cannot do without. A teacher however well versed he may be in his specialty is least able to meet all that is stipulated in the school curriculum. The result is that much of the knowledge has to be obtained from other sources. The teacher cannot prepare his teaching lessons and conduct research programs successfully without the library. Pupils too, need to further their learning programs beyond the classroom boundaries. To realize this, both groups need not only a comprehensive library collection representative of the needs of a cross-section of users, but also the services of qualified library staff to meet their growing and varying needs. The above and other arguments have come to accord the library a central role in school program. It is however interesting to note that although authorities in the developed countries such as the United States and Australia have a high regard for school libraries, the situation is far different in the Third World and Bangladesh is no exception to this.

9. Functions of Secondary School Library

Generally, the functions of a school library determine the role of that particular library user. A school library exists to meet the needs of the school maintaining it. A school comprises the teachers, students and in some instances, non-academic staff. On some occasions the demand of users of school libraries

are bound to find access to the collection of a school library as part of inter-library co-operation. This practice is to be encouraged among schools, as school libraries are not bound to be fully exhaustive in all areas of their coverage. In this connection, the functions of school library can be described as follows:

9.1 Learning Programs

Since the school curriculum gives more emphasis on individualized learning than teaching, the school library has come to occupy a central position in the school. In order to make this possible, the school library is compelled to acquire comprehensive and up to date materials in all areas covered by the school curriculum. The collection must comprise both printed and non-printed materials.

9.2 Teaching Programs

A school library has also to support the teaching programs running at the school teachers need materials to assist them in preparing lessons. The lessons are based on the school's curriculum. The library has to support this function by acquiring and providing relevant materials to assist in this direction. The materials required may vary from textbooks, atlases, wall charts at one end, to the provision of audio-visual materials such as films, tapes and computer programs.

9.3 Information Center

In addition to individualized learning, pupils would also expect the library to avail them materials and services for their general information. They expect to be kept abreast with all developments pertaining to current affairs, careers, sports and other areas of interest. In so doing, the school library acts as an information center. To perform this function very effectively, the library will have to maintain an effective current awareness program.

9.4 Center for Recreation

Among other functions, the library is supposed to support recreation. It is important to promote the use of library materials in connection with recreation because:

- a. The use of the library can result in pleasurable experiences and relaxation;
- b. Reading, listening and viewing skills can be practiced and developed;
- c. A grasp of the language and its use can be gained;
- d. Imagination can be exercised and developed;
- e. Access is provided to one's culture;
- f. Knowledge can be extended;
- g. Time can be fruitfully filled;
- h. Valuable vicarious experience can be provided.

9.5 Research Programs

School authorities particularly in developed countries are constantly revising their teaching programs to ensure that they are in line with changing trends. Teachers are constantly involved with research programs and through these new information is coming to light pertaining to the school curriculum.

9.6 Professional Development

The quality of teaching in any school does not only reflect on the quality of teaching materials available in the school, but also on the professional qualifications of teachers. In order to impress on the quality of teaching therefore, there is a need to improve the professional qualities of the teachers concerned. The “talk and chalk” principles which were prevalent in Europe at the beginning of the century for instance, have been replaced by individualized learning where the learner is the center of activities. This does therefore, call for changing trends in teaching. But not all teachers have the time to attend in service programs during their spare time.

9.7 Current Awareness Program

In addition, the school library is required to run current awareness service. This is where the pupils and teachers will turn to on all issues pertaining to current information. Above all, the library will have to maintain a record of teachers’ profiles so that any information received on a teacher’s profiles so that any information received on a teacher’s specialty is immediately brought in his attention.

10. Secondary school library system in Bangladesh

The stage of education after primary education and immediately preceding college education is known as secondary education. Secondary education is the second stage in educational structure. Secondary education mainly caters for adolescents.

The main aims of secondary school library system are to expand and consolidate the basic education given at the primary stage and to develop a progressive and honest personality committed to a purposeful and well balanced life.

There has been a great expansion of education since Bangladesh gained independence in 1971. At the same time, the growth of the libraries, especially in the educational institutions has not been coordinated and reached in a purposeful direction. The library movement in this country started with the establishment of Jessore, Rangpur, Barisal and Bogra public library, which were established in 1854. The Library movement was more formalized with the establishment of the Library Association of Bangladesh (LAB) in 1956.

A School is the best place to motivate students towards creating reading habits. Thus, schooling should be library-based to make the students informed citizens. Each secondary school must have the post of a librarian, and a professionally qualified person to be employed with the status and salary of a senior teacher. Non-government school librarians should also get the percentage of their salaries from the government grants like the teachers of these schools.

Actually, education development and expansion in this territory began after the partition of 1947. In the British period, the education authority and community leaders encouraged to establish library in each school. There were some zilla schools which had libraries and private or aided schools which were financially solvent maintained libraries, though having no professional librarians.

In 1967, during the Pakistan period, there were well over 7000 secondary schools including 155 technical ones. In theory each such school was supposed to have a collection of books which comprise its library. In East Pakistan, a development project named “Pilot Scheme” was taken by the then East Pakistan Education Extension Centre (now NAEM) for the development of 770 secondary schools including the development of their libraries through providing training, finance, books, etc., under that scheme. On the other hand, the Govt. Secondary schools, especially Zilla Schools had a library with a post of librarian in each up to year of 1982. It is a matter of great regret that in 1983 the Enam Committee for reorganizing librarian abolished the post of school librarian of govt. schools.

After independence of Bangladesh, in reviewing the situation of school libraries, The Bangladesh Education commission 1974 observed:

‘In majority of the schools the library is scattered, most of the books being in the Head Master’s room. New books are mixed up with heaps of worn-eaten, and out of use. For needs of proper space, books cannot be segregated. To write of obsolete books is not free from complications arising out of rules and procedures. The uncouth appearance of the scattered school library fails to arouse any interest in teachers and pupils.

Although that commission suggested a number of valuable recommendations for establishing improved school library system in the country, but it was not implemented. In 1994, the government created a post of Assistant Librarian in the status of Assistant teacher for each private/aided secondary school, but yet it is not being implemented. At present, there are over 20,000 secondary schools/institutes in the country, having no library in true sense.

11. The major problems of secondary school library in Bangladesh

In the view of above mentioned topics, we can point out the major problems of secondary school library as following;

- There is no separate national commission for school library development in Bangladesh. In the present age of information, the whole world has given priority to set up libraries in schools as well as in the communities for creating reading habits of school children; whereas in Bangladesh most of the schools have no library.
- Lack of proper initiatives, efforts and plans to establish secondary school libraries by the government at the national level. The government has not given any attention to establish the library in the school. As a result, students and teachers are not library oriented.

- According to different Education Commission Reports stressed to establish library in every secondary school of the country; but the government did not take enough attention to establish secondary school library in Bangladesh.
- Some of the non-government and English-medium school has libraries; however, the authorities are not giving proper attention to improve the facilities and services for students and teachers. There is no proper salary structure for school librarians at the national level. It varies from one institution to another and even within the government departments.
- Lack of funds is the most common problem for purchasing books and other reading resources for school libraries in Bangladesh. Sometimes the parent organization allots limited funds after fulfilling all other needs in the organization. Absence of a national body or committee to advise government on library and information affairs. Low professional status, poor working conditions and insufficient infrastructure facilities make the school librarians depressed.

Thus the reality is, there are no proper system and adequate facilities of secondary school library policy in Bangladesh. A complete education policy is necessary for national development and an instrument for the creation of skilled manpower. The progresses of education and national development are not possible without proper secondary school libraries.

12. Recommendation

This paper has tried to highlight the importance of functional secondary school library to supplement teaching learning process. Education is a continuous process and no qualitative educational program can succeed without the accomplishment of an effective secondary school library. It should be realized that a library is an indispensable tool at every level of education and the establishment of secondary school library is desirable.

From the above mentioned discussion the recommendation for the development of secondary school library according to my vision is given below.

- a. Establishment of functional secondary school library should be made compulsory in all secondary schools. Such library should also be adequately stocked with relevant books to the needs of staff and students.
- b. Funding is a crucial factor for the survival of any organization, the school libraries are not exception. The government for the adequate should make efforts budgetary allocation needs to be monitored.
- c. Another side to school library service, which is more important, is the human touch. The best of libraries with quality of the administer them. The importance of an intelligent, sympathetic and a keen worker as teacher librarian cannot be over-emphasized.
- d. Finally, the cooperation of the community where such school is located is important. Parent Teachers Association individuals and private organizations should be encouraged towards the development of school libraries. The school should solicit for donation in form of cash or materials for the secondary school library.

Conclusion:

The school library has positive functions. It must help school in the achievement of the educational programmers by providing materials to supplement and enrich the work done in subjects taught in the class-room. It suggests readings, supplies materials and stimulates interests. The school library service is not a substitute for formal education of the school but it is an integral part of the school. It promotes the habit of general reading amongst students. Learning is a life long process and the school library must prepare lifetime learners.

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