

**EDUCATION FOR LIBRARIANSHIP IN BANGLADESH:
AN HISTORICAL STUDY, 1947-1982**

**THESES SUBMITTED FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN LIBRARY SCIENCE**

Ph.D.

**BY
NASIRUDDIN AHMAD**

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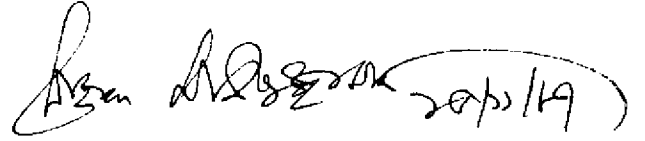
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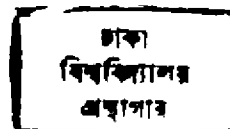
DEPARTMENT OF LIBRARY SCIENCE
UNIVERSITY OF DHAKA
1987

I certify that the work presented in this thesis is an original research work done by Mr. Nasiruddin Ahmad and has been planned and completed under my supervision in the University of Dhaka for the Degree of Doctor of Philosophy (Ph.D.) of the University of Dhaka. It has not been submitted either in part or in full to any other university for any degree or any other purpose.



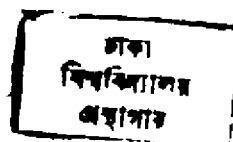
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PREFACE

The topic of this thesis — "Education for Librarianship in Bangladesh : An historical study, 1947-1982"— is an important area which needs investigation and research. The understanding of the problems of Library Education are of great importance to every library personnel in Bangladesh in order to achieve the desired standards for the development of mostly disorganized state of libraries in the country. The libraries of former East Pakistan (1947) and present Bangladesh (1971) are managed and administered with acute shortage of professionally qualified manpower. Library-minded people and patrons of libraries are interested in the upliftment of libraries of high standard with better and highly qualified personnel. The librarians are also deeply concerned to improve their poor service conditions, low-status and emoluments. The present state of affairs in our libraries do not attract the young talents who need to be trained in modern techniques of librarianship. The development of effective library services in the country largely depends on the nature of professional education that is available to present and future librarians. The scanty library education programme in Bangladesh suffers from lack of appropriate standard and inadequate output. So all the above groups are in need of extended library education programme of higher standard concomitant to our



local perspective and circumstances. But no research has so far been conducted in such a vital subject area in and outside Bangladesh. Available studies of library education throughout the world have either excluded Bangladesh or included only brief statements about it. To fill up this gap, it is essential to study the origin of library education and its developments in Bangladesh.

The objective of this study is to trace briefly the historical evolution of library education in Bangladesh from its scattered origins in the early stages of librarianship since 1947 in order to ascertain the quality and appropriateness of current library education and its relevance to the present and future needs of the profession in Bangladesh, and to suggest remedial measures.

In carrying out the investigation and writing the dissertation I am indebted to my Supervisor, Professor Dr. Mohammad Moniruzzaman of the Dhaka University, a distinguished educator and internationalist, who not only supervised this study but also provided the author with useful background information. I have also received timely and valuable guidance from him. His constructive suggestions have, in fact, improved this study in many ways. His deep interest, constant guidance and drive at all stages enabled me to complete this thesis within specified period.

I sincerely thank Professor Dr. Abdul Momin Chowdhury, Acting Librarian (now Dean of the Faculty of Arts), Dhaka University, who did a lot in collecting materials and procuring the most important six doctoral dissertations of leading American Universities on 'Education for Librarianship' of different countries of the world in microfilm. I also thank Mr. Abu Bakr Siddique, Librarian, Bangladesh University of Engineering and Technology who enthusiastically helped me in collecting informations and procured some materials for me. I also thank Mr. Sultanuddin Ahmad, Library Specialist, BANBEIS Dhaka, who also procured and supplied me some materials relevant for my research.

Professor Dr. Md. Shamsul Huq, Vice-Chancellor, Dhaka University (now Member, UGC), Dr. Mafizullah Kabir, Professor of History (former Dean of the Faculty of Arts and Pro-Vice-Chancellor), Dr. Ramzan Ali Sarder, Professor of Mathematics (then Treasurer), Dr. Muhtasham Hussain, Bose Professor of Physics (former Dean of the Faculty of Science), Dr. Aminul Islam, Professor of Soil Science (Dean of the Faculty of Biological Sciences), Dr. M. Habibullah, Professor of Accounting (Dean of the Faculty of Commerce), Dr. Durgadas Bhattacharjee of the Department of Management, Dr. Syed Giasuddin Ahmed, Professor of Public Administration (then acting Registrar), Dr. Ali Nawab,

Professor of Chemistry (former Dean of the Faculty of Science), Dhaka University and Dr. A.M. Abdul Huq, Associate Professor of Library and Information Science, St. John's University, New York and Dr. Mofakhkar Hussain Khan, Department of Library Science, Bayero University, Nigeria (now Librarian, Dhaka University), Mr. Ahmad Husain, retired Librarian, Central Public Library, Dhaka and OSD for Library Development in Bangladesh and Mr. A.F. Fazlul Majid, Librarian, Jahangirnagar University (Savar), Dhaka, Mr. Shamsul Huq, former Director (Library Division), Bangla Academy, Mr. Abdur Razzaque Sarker, Joint Director (Library Division), Bangladesh Bank, Dhaka, and Dr. K.M.Karim, Director, Archives and Libraries, Dhaka have extended many necessary help and cooperation directly and indirectly. I am indeed grateful to all of them.

I am grateful to my colleagues and numerous friends in the profession on whose advice, despatches, experiences and constructive criticism I have leaned heavily. I can not thank them here individually but they certainly deserve all my gratitude.

I did my research work mainly in the Dhaka University Library. In addition to this, I used BUET Library,

BANBEIS Library, Central Public Library, British Council Library, Asiatic Society of Bangladesh Library, Bangla Academy Library, Bangladesh Bank Library, National Library of Bangladesh, Jahangirnagar University Library, USIS Library, BCSIR Library, BIDS Library, Secretariat Library, Planning Commission Library, Ministry of Agricultural Library, NIEAER Library and T.T. College Library, Dhaka. I especially thank the librarians, library personnel and officers of these organizations for their help and cooperation.

My thanks are also due to my wife, Mrs. Rowshanara Ahmad, whose enthusiasm not only inspired but also emboldened me to go on with my research work for the last five years in the face of hurdles and obstacles in my 50's.

Last, but not the least, I must express my thanks to typists who helped me to complete the typing of the thesis upto its present form. Despite all the care, there may be errors and limitations in this study for which I sincerely apologise.

Dhaka, Bangladesh
November, 1987


(Nasiruddin Ahmad)

LIST OF ABBREVIATIONS

ALA	American Library Association
AV	Audio-Visual
BA	Bachelor of Arts
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BANSDOC	Bangladesh National Scientific and Technical Documentation Centre
BARC	Bangladesh Agricultural Research Council
B Com	Bachelor of Commerce
BCPL	Bangladesh Central Public Library
BCSIR	Bangladesh Council of Scientific and Industrial Research
BEEB	Bangladesh Educational Equipment Board
BEEC	Bangladesh Education Extension Centre
B Ed	Bachelor of Education
BEERI	Bangladesh Education Extension and Research Institute
BIDS	Bangladesh Institute of Development Studies
BLC	Bangladesh Library Council
B Sc	Bachelor of Science
BUET	Bangladesh University of Engineering and Technology
CDPL	Chittagong Divisional Public Library
CMLA	Chief Martial Law Administrator
DPI	Director of Public Instruction
DUL	Dhaka University Library

Ed D	Doctor of Education
EPEEC	East Pakistan Education Extension Centre
EPLA	East Pakistan Library Association
FLA	Fellow of Library Association
GDP	Gross Domestic Product
HSC	Higher Secondary Certificate
IBA	Institute of Business Administration
ICDDRDB	International Centre for Diarrhoeal Diseases Research, Bangladesh
IER	Institute of Education and Research
INFSc	Institute of Nutrition and Food Science
IPGMR	Institute of Postgraduate Medicine and Research
ISRT	Institute of Statistical Research and Training
ISWR	Institute of Social Welfare and Research
KDPL	Khulna Divisional Public Library
LA	Library Association
LAB	Library Association of Bangladesh
LC	Library of Congress
LLDC	Least Developed Countries
M Ed	Master's of Education
MSA	Most Seriously Affected
MEDLARS	Medical Literature Analysis and Retrieval System
ML	Martial Law
NALDOC	National Agricultural Library and Documentation Centre

NCDC	National Curriculum Development Centre
NLB	National Library of Bangladesh
NHLDC	National Health Library and Documentation Centre
NIEAER	National Institute of Educational Administration Extension and Research
NIEAMR	National Institute of Educational Administration Management and Research
NIEMT	National Institute of Educational Media and Technology
NIPA	National Institute of Public Administration
NSL	National Science Library
NWFP	North West Frontier Province
PANSDOC	Pakistan National Scientific and Technical Documentation Centre
PATC	Public Administration Training Centre
PS	Police Station
PSLA	Pakistan Special Library Association
PTIs	Primary Training Institutes
RDPL	Rajshahi Divisional Public Library
SEATO	South-East Asia Treaty Organization
SSC	Secondary School Certificate
TT	Teachers' Training
UGC	University Grants Commission
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNIDO	United Nations Industrial Development Organization
USEF	United States Educational Foundation
USIS	United States Information Service
VINITI	Vsesojuznyj Institut Naucnoj I Tehniceskoj Informacii (All-union Institute for Scientific and Technical Information).

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INTRODUCTION

Purposes and Significance of the Study

The state of education for librarianship can not be evaluated without an investigation of its origin. Without the knowledge of the background of library education in present-day Bangladesh, it would seem difficult, "to understand and make qualified judgements on the quality and appropriateness of country's contemporary library education and training programmes".¹

The study of the past and evaluation of the present bring fruitful results for the future. Because knowing the past is the basis and the study of the present can lead to the awareness of correct steps to be taken for the future development of libraries in general and library education in particular. Since the development of effective system of library services in this country, as elsewhere, largely depends upon the kind of professional education that is available to present and future librarians, an investigation into the systems of library education should obviously be made. A brief unpublished study attempted to show only the courses in library science in East Pakistan held upto

1. Katherine Cveljo, Education for librarianship in Yugoslavia: an historical survey, state of the art and future prospects (Ohio: Case Western Reserve University, Ph.D. thesis in microfilm, 1975), p.1.

June 1966.² Dr. Anis Khurshid in his Ph.D. thesis (1969) made a brief statement, containing about two pages, regarding the then available training facilities of librarianship in East Pakistan.³ The article⁴ of the present researcher on the topic, before starting this research, is also a brief statement. During the period of the present researcher's investigation (1982-85) one short article, containing about seven pages, was published.⁵ It is superficial and does not attempt to make comprehensive study on library education in Bangladesh in any way.

Hence, the specific purposes of this study are as follows :

1. To introduce briefly the developments in the field of education in Bangladesh,
2. To trace the origin and growth of libraries and its present state in Bangladesh,
3. To trace the background and the beginning of training for librarianship in Bangladesh,

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2. S.S.M.A. Khorashani, Courses in library science in East Pakistan: what they have meant to librarianship in the province (Dacca: University of Dacca, Department of Library Science, 1966), 31p. text, 48p. appx.
 3. Anis Khurshid, Standards for library education in Burma, Ceylon, India and Pakistan (Pittsburg: University of Pittsburg, Ph.D. thesis in microfilm, 1969), pp.386-87.
 4. Nasiruddin Ahmad, "Education for librarianship in Bangladesh", International Library Review (London: Academic Press, 1981), vol. 13, no.1, pp.103-115.
 5. S. Hossain, "Library education in Bangladesh", in Perspective in library science (Viswanathan Festschrift), ed. by S.N. Agarwal et al. (Lucknow: Print House, 1982), vol.2, pp. 37-43.

4. To investigate the causes of growth of formal library education at undergraduate level; and the starting of post-graduate Diploma Course in the University of Dhaka; and its elevation to Master's Degree Courses and subsequently to M. Phil. and Doctoral programmes and to study the processes of conducting these programmes,
5. To investigate the standards and managements of library education programmes in the Department of Library Science, University of Dhaka, the only post-graduate school of librarianship in Bangladesh — their admission requirements and procedures, duration of courses, teaching staff and their academic qualifications, teaching methods employed by them,
6. To study the existing inadequate training programmes for school librarianship in the NIEAER, Dhaka, and four T.T. Colleges in Bangladesh; and to examine the admission requirements and procedures, teaching methods and staff position both at undergraduate levels and in the Institutes of training for school librarianship in Bangladesh,
7. To investigate the aims and objectives of courses of studies on education for librarianship in Bangladesh; and to examine the nature of present curricula and pattern of library science education and training in Bangladesh,
8. To examine, analyze and evaluate the present courses of studies and programmes of library education and training at all levels in Bangladesh; and to investigate the implications of

modern courses of studies abroad in present-day world in order to justify its viability in Bangladesh in consonance with the local needs,

9. To investigate the causes of slow-rate of manpower production at all levels of library education and training and its shortage for development of libraries and librarianship in Bangladesh,
10. To investigate into the recommendations of 'Education Commissions' and other bodies for library science education; and to assess the causes of apathy on the part of the Government and other concerned authorities for its proper implementation,
11. To evaluate the importance, value and necessity of library education in Bangladesh; and to identify the major problems of library education and training in the country; and to suggest most probable solutions of the problems for future prospects of education for librarianship in Bangladesh.

This study has worked towards standardization of library education in order to improve the library practices throughout Bangladesh and also undertaken the overseeing of establishment, acquisition of materials, management and headway of libraries within the scope of modern curricula in unison with local needs. The standard thus developed in Bangladesh may be used for comparison with the existing programmes of leading library schools, incorporated in the text, in the developed countries like USA, UK and USSR.

The problems of library education in Bangladesh are of immediate concern both to the authorities of libraries and Library Science Department and other Training Institutes in Bangladesh. This investigation may also generate interests in the neighbouring countries of South East Asia for the problems and prospects of library science education are generally the same in the region.

The prevalent education system in librarianship is of much diversity in present-day Bangladesh and, in particular, the pressing need for changes in the current curricula and patterns of library science education throughout the country, will be more fully understood with perspective provided by a geo-socio-politico-economic profile of Bangladesh in this study. It would be more impossible to understand the country's turbulent past and its present problems without a study of this kind. Even the brief description of the factors, in this study will show that in its geographical setting, as well as political, social and economic matters, differences and contrasts, rather than uniformity, are characteristics of the country. The strong nationality groups and an ethnocentric past have had a profound impact on the cultural development of this exploited nation as well as on the development of their education system, their educational institutions, universities and their libraries.

UNESCO, started 'World-wide statistical survey on libraries' for the last thirty-four years from 1951⁶, and since published the second edition of the 'World guide to library schools and training courses in documentation' in 1981, to which this study may contribute to a great extent regarding the libraries, in general, and more particularly, library science education in Bangladesh.

Scope of the Study

To define the purposes of this study, the author introduces the development of education in Bangladesh in chapter I and enquires into the origin and growth of libraries and its present state in chapter 2. Chapter 3 deals with the beginning (1952) and formal education for librarianship (1958) at undergraduate level. Chapter 4 discusses the gradual developments of library education from post-graduate Diploma level (1959) to Doctorate programmes (1982). Chapter 5 deals with all other library training facilities and programmes in Bangladesh. Chapter 6 elaborately deals with the present courses of studies and pattern of library science education and training in Bangladesh and provides the courses of studies of selected leading library schools of developed and developing countries with its implications in present-day world and

6. Unesco Bulletin for libraries (Paris: UNESCO, Janu-Feb 1978), vol. XXXII, no.1, p.2.

suggests future courses of studies in Bangladesh. Chapter 7 deals with library education and manpower production at all levels in Bangladesh. Chapter 8 shows the manpower shortage for development of libraries and librarianship in Bangladesh. Chapter 9 examines the recommendations of Education Commissions' and other bodies for library science education and assesses the extent of its implementation in Bangladesh. Chapter 10 evaluates the importance, values and necessity of library education in the country and identifies the major problems and suggests probable solutions for future prospect of education for librarianship in Bangladesh.

To meet the purposes of the study of library education in Bangladesh, it has been defined to those programmes offered and to be offered on continuing basis at undergraduate and post-graduate levels from its origin to 1982, the year of commencement of the present study. It also includes all available training programmes directed towards librarianship from its beginning down to 1982. Where necessary, the programmes outside the country have been taken into consideration for comparative study but the findings of this study rest primarily on the courses and programmes on education for librarianship in Bangladesh from 1947 to 1982.

Methodology and Sources

The historical method is used to trace the origin of and the factors leading to the establishment of various types

of Bangladesh library education programmes in existence and their developments upto 1982. The present study is the result of not only of published materials but of all unpublished sources and archival reports and documents available. Additional sources were conversations and interviews with leading librarians, library educators and eminent educationists and scholars interested in libraries and librarianship on significant developments about which there are very little published documents.

The investigator spent six months in visiting all the major libraries in the capital city of Dhaka and other important libraries in Bangladesh to search and collect the source materials for this study. The researcher also procured a select bibliography on 'Library education'⁷ from India and collected modern curricula of leading library schools from USA, UK, Pakistan and India through correspondences. The researcher also used 'World guide to library schools and training courses in documentation'⁸ and thus prepared a comprehensive working bibliography.

The researcher, in writing the dissertation, follows British spelling, for example 'Programme', 'Colour' etc.,

7. I.V. Malhan, and S. Kapoor, Library education : a bibliography (New Delhi: Metropolitan Book, ©1982), 264p.

8. UNESCO, World guide to library schools and training courses in documentation (Paris: UNESCO, ©1972), 245p. See also. Idem. 2nd edn. (©1981), 549p.

except in citations. The spelling 'Dacca' is used in citations from published and unpublished materials as appeared upto 16 October, 1982 and elsewhere it is used as 'Dhaka' since this spelling has been introduced by the order of the Government of the People's Republic of Bangladesh with effect from October 17, 1982.⁹

The researcher has arranged the source materials in order of importance of sources, viz :

1. Primary sources
2. Secondary sources
3. Tertiary sources
4. Non-documentary sources.

1. Primary sources — include six important unpublished doctoral dissertations (procured in microfilm) most relevant to this study. The researcher widely used these dissertations through microfilm reader preserved in the Dhaka University Library. This sources also include relevant unpublished master's theses of the Department of Library Science of this University. It also includes reports and mimeographs which the researcher used minutely.

9. Bangladesh, Chief Martial Law Administrator's Secretariat, Cabinet Division, The Bangladesh Gazette (Dhaka: Govt. Press, October 18, 1982), p. 3768.

Government Order reads as : Resolution. Dhaka, October 17, 1982. No.4/69/82-Rule/201. —Government have been pleased to decide that henceforth the capital city of the People's Republic of Bangladesh will be spelt in English as "Dhaka".

2. This will come into force with immediate effect.

2. Secondary sources — which the researcher used, are journals, dictionaries, encyclopaedias, year books, hand books, manuals and books. Of these, journals are large in number than the books and other information sources which the researcher used intensively.

3. Tertiary sources — include directories, guides and lists that the researcher meticulously used for this study. All the above source materials are listed alphabetically by division of sources and appended in the 'Bibliography' at the end of this study.

Besides the above three sources the researcher used the following Non-documentary sources for the last three years (1982-85) of his work on the subject :

4. Non-documentary sources — include both formal and informal sources. Formal sources cover discussions with experts, specialists, potential users, eminent scholars, educationists, some of whom are mentioned in the preface as acknowledgement. The informal sources include conversation with colleagues and visitors, attendance at professional meetings arranged by the LAB and the Dhaka University Library and informal discussions with colleagues and leading librarians of the country.

CHAPTER - 1

EDUCATION IN BANGLADESH

Introduction

INDEPENDENCE of Bangladesh was proclaimed on 26 March, 1971 and after a nine-month war of liberation the victory was won on 16 December, 1971.

Bangladesh is primarily an agricultural country, the second most densely populated and the second largest muslim country in the world. About 85% of the people are muslims and about the same percentage of people live in villages and directly engaged in agricultural works. "The national literacy rate is 23%. Bangladesh ranks 93rd in the world in literacy"¹.

Bangladesh possesses a rich cultural heritage. Education has always been placed in a position of high esteem. Till the advent of British rule in India, education was taken primarily as a source of social prestige. Economic objectives came into focus during the British rule. In Pakistan period, particularly in the fifties, education came to be valued not only for social and cultural development but also as an agent of economic development.²

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1. Encyclopedia of the Third World, vol. 1. Revised edn. (London: Mansell, 1982), p. 138
 2. M. Shamsul Huq et al, Higher education and employment in Bangladesh. (Dhaka: University Press Ltd., C1983), p. 45.

"With the War of Independence in Bangladesh in 1971 there was a massive loss of lives, dislocation of living condition of millions and considerable destruction of physical capital in the education as well as other sectors. While physical facilities seems to have been restored, the educational administration appears to have been unable to cope with the situation created by the greatly increased demand placed on the system in the aftermath of independence. Educational progress seems to have been imbalanced, and there appears to have been a considerable deterioration in quality, practically at all levels of education".³

Goals and Objectives of Education

"The goals of education are the result of philosophical reflections on man, on human existence in its historical context and on the systems of relationships connecting man to nature and to the society in which he lives, creates and acts. The concept of goal implies that man is a being launched towards the future which he hopes will be a better one.

Every reform of an education system involves prior reflection on the goals of education, on its objectives, as well as on the role of educational institutions. In any

3. Op. cit. p.46.

innovation in this field, the desired educational objectives are modified, or at least questioned. Practically everywhere in the world of today, an awareness of the problems raised by education is intensifying this search for basic orientations or reorientations".⁴

Despite overall staggering poverty in Bangladesh a new social stratification is taking place. The common man needs and demands better life, better food, better clothing, better homes, better health, better education- all at once, though he is not quite ready to pay the price. The gap between living standards and life fashion of the rich and poor in Bangladesh is widening.

In Bangladesh, the school is the formal agency created and maintained by the society to educate (the children and) the young (people) according to its needs and demands. Through the school's educational process attempts are made to ensure successful living for the individual in the present and the future and the bringing about of social changes directed towards the general and specific goals.⁵

4. Charles Hummel, Education today for the world of tomorrow. (Paris: UNESCO, ©1977), p. 14.

5. Shamsul Huq, Education in Bangladesh (Commonwealth Foundation Lecture, 1981), (Australia: Commonwealth Council for Educational Administration, 1982), pp. 3-4.

Objectives of Education in Bangladesh

Bangladesh education commission Report 1974 envisaged the basic objectives of Primary education as follows:⁶

1. To develop children's moral, mental, physical and social values.
2. To develop children's sense of patriotism, citizenship, dutifulness and curiosity, perseverance and skill, good manner and justice.
3. To help children to acquire skill in writing, reading and accounting in mother tongue, and introduce them to the basic knowledge and tact required for future life.
4. To prepare them for the next higher education.

The general objectives of Secondary education:⁷

1. To consolidate and expand the basic education received at primary stage.
2. To develop personality for balanced and prosperous life.
3. To build devoted and skilled manpower required for economic progress of the country.
4. To prepare students, who are talented, for pursuing higher education according to their aptitude.

The aims and objectives of Higher education:⁸

1. To prepare highly skilled, expert, fore-sighted person for work at the higher level.
2. To create such an educated class in whom dedication for work, thirst for knowledge, freedom of thought, sense of justice and human values will have sufficiently developed.

6. Bangladesh, Ministry of Education, Cultural Affairs and Sports. Bangladesh Education Commission Report 1974 (Dacca: Govt. Press, May 1974), p. 23. (English rendering by the author as the title and text is in Bengali).

7. Ibid. p. 29.

8. Ibid. p. 83.

3. To reveal the new horizons of knowledge through research.
4. To analyse the social and economic problems and indicate the means of its solutions.

But curricular and co-curricular activities in our educational institutions have not been appropriately improved to translate these objectives into action and many of these objectives still await successful implementation.

The present Education System

The education system of Bangladesh may broadly be divided into three levels: Primary, Secondary and Higher.

Primary education is imparted in Primary Schools. Pre-Primary education is offered by a few private institutions, mostly in the metropolitan cities, and a few thousand mosque schools in the rural areas. The Department of Education maintains a loose supervision over them.⁹ Secondary and Higher Secondary education is imparted in High Schools and intermediate Colleges, Higher education is imparted in Degree Colleges and Universities.¹⁰ The essence of present education system follows the structure established under the British rule.

9. Bangladesh, Ministry of Education, Review of the situation of education and culture in Bangladesh. (Dhaka: Govt. Press, October-November 1983), p. 1.

10. BANBEIS, Education system of Bangladesh (mimeo), (September, 1982), p. 2.

Primary Education

The duration of Primary education is 5 years (Grades-Class I-V), beginning at the age of 6. There are 40,926 Primary schools (of which 4,371 are private) in the country (position of 1982) and many secondary schools have primary sections attached to them.¹¹ Although tuition-free, primary education is yet to be made universal and compulsory, one-third of the school age children still remaining outside schools.

The major problems in this area are:

- a. low enrolment ratio, particularly for girls, the enrolment ratio for girls being around 36.58%;
- b. inadequate physical facilities.¹²

Secondary Education

Secondary education consists of three phases:

Junior Secondary (Grades VI-VIII)

Secondary (Grades IX-X)

Higher Secondary (Grades XI-XII)

While secondary education is offered in 8,662 Junior

11. Bangladesh, Ministry of Education, Education in Bangladesh. (Dhaka: Govt. Press, 1983), p. 1.

12. Bangladesh, Ministry of Education, Review of the situation of education and culture in Bangladesh. (Dhaka: Govt. Press, 1983), p. 1-2.

High Schools and High Schools, the Higher Secondary Course is provided in the Intermediate sections of 343 Degree Colleges and in 213 independent Intermediate Colleges. Two public examinations at the end of grades X and XII leading to the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) respectively are conducted by four autonomous Boards of Intermediate and Secondary Education.¹³

One of the major weakness of secondary education is that it has traditionally been looked upon as preparatory of higher education without catering to the needs for preparation for entry into vocations. A further problem is the high failure rates at the SSC and HSC Examinations.

Higher Education

Higher education included education at post- HSC level (after grade XII) comprising the the following courses of studies:

- 2 - years ordinary first Degree (BA, BCom, B.Sc)
- 3 - years specialized (Honours) Degree in Arts, Science and Commerce: BA Hons, B.Sc Hons and BCom Hons.
- 4 - years professional first Degree in Engineering and in

13. Ibid. p. 2.

Agriculture.

5 - years in Medicine and Architecture, etc.

Master's Degree - 1 year for Honours' graduates and 2 years
for non-honours' graduates.

M. Phil and Ph.D. Degree - 2 years for M. Phil and 2-5 years
for Ph.D.

The courses of higher education are offered by degree colleges, professional colleges and universities.¹⁴

There are six universities in the country namely:

1. University of Dhaka (1921)
2. University of Rajshahi (1953)
3. University of Chittagong (1966)
4. Jahangirnagar University (1970)
5. Bangladesh Agricultural University, Mymensingh (1961)
6. Bangladesh University of Engineering and Technology, Dhaka (1962).¹⁵

Of the six universities, four offer general courses, one offers courses in agriculture and one offers courses in engineering and technology.

14. Bangladesh, Ministry of Education, Review of the situation of education and culture in Bangladesh (Oct-Nov issue), op. cit. p. 2.

15. M. Shamsul Huq et al, op. cit. p. 52.

A seventh university, styled Islamic University is in the process of being established. Although the universities are self-governing institutions, 95% of their total expenditure is provided by the Government as block grants through the University Grants Commission.

One of the serious problems in the field of higher education is that its expansion during the past decades has been more or less unrelated to the manpower needs of the country and the proper growth of primary, secondary and technical education have not taken place. Recently a feeling has grown that a university is a place to keep the young people off the work market. Second, within the higher education system, there is a serious imbalance, nearly 70% of all enrolment being in the arts and humanities. Third, inspite of the high cost of university and college education, the overall performance in terms of quality and output of this sector is poor. The dropout and failure rates in B.Sc, BA and BCom Hons. and Pass are very high. In the outlying, mostly rural colleges the failure and dropout rate in B.Sc Hons. has been recorded as high as 87%.¹⁶

16. Bangladesh, Review of the situation of education and culture in Bangladesh, op. cit. p. 3.

Technical Education

Technical education is organized in three tiers -- certificate, diploma and degree. While certificate courses, preparing skilled workers, are provided in 54 vocational training institutes, 3- years diploma courses in various branches of engineering and technology are offered by 17 polytechnics and 4 monotechnics. Degree courses are provided by 4 engineering colleges and one University of Engineering and Technology.

The major gaps in the field of technical education are:¹⁷

- a. inadequate linkage of technical institutions with industries
- b. lack of relevance of the curricula to the socio-economic conditions of the country
- c. shortage of teachers in the engineering colleges due to brain drain on the part of high level technical manpower
- d. shortage of skilled workers, the ratio between engineers, technicians and skilled workers being 1:3:2 as against the international guideline of 1:5:15.

17. Ibid.

Teacher Education

A one-year certificate in Education for primary teachers is currently offered by 48 Primary Training Institutes (PTIs). The minimum qualification for admission is HSC for men and SSC for women.

For preparing teachers for secondary schools, 10 Teacher's Training colleges offer the B.Ed course (the entry requirement being a Bachelor's degree) and two of them also provide a Master's course in Education. The Institute of Education and Research of the University of Dhaka offers a one-year Diploma in Education, a two-year M.Ed course (two years after bachelor's degree and one year after Diploma) and a Ph.D. programme in Education.

It is believed that attracting the right kind of persons to the teaching profession has been a basic problem. Also the courses of studies need to be updated, modernised and improved.¹⁸

18. Ibid. p. 4.

Madrasah Education

Besides the general system of education, there is a traditional system known as Madrasah education which imparts religious instruction to the Muslim students.

The stages of this system are:

- a. Ebtedayee (Primary) : 4 years course
- b. Dakhil (Secondary) : 6 Years after Ebtedayee
- c. Alim (Higher Secondary): 2 years after Dakhil
- d. Fazil (First Degree) : 2 years after Alim
- e. Kamil (Master's Degree): 2 years after Fazil

The most serious problem in this field is that the Madrasahs have remained outside the pale of modernising influences, no serious attempt being made to update their academic programme and introduce science and technical subjects in their courses of studies.¹⁹

19. Ibid. pp. 3-4.

After discussions, in brief, the present stages of education in Bangladesh, the numbers of institutions, pupils and teachers are shown below in a consolidated form in table - 1.²⁰

Table -1

Statistics of primary, secondary and higher education (1982)

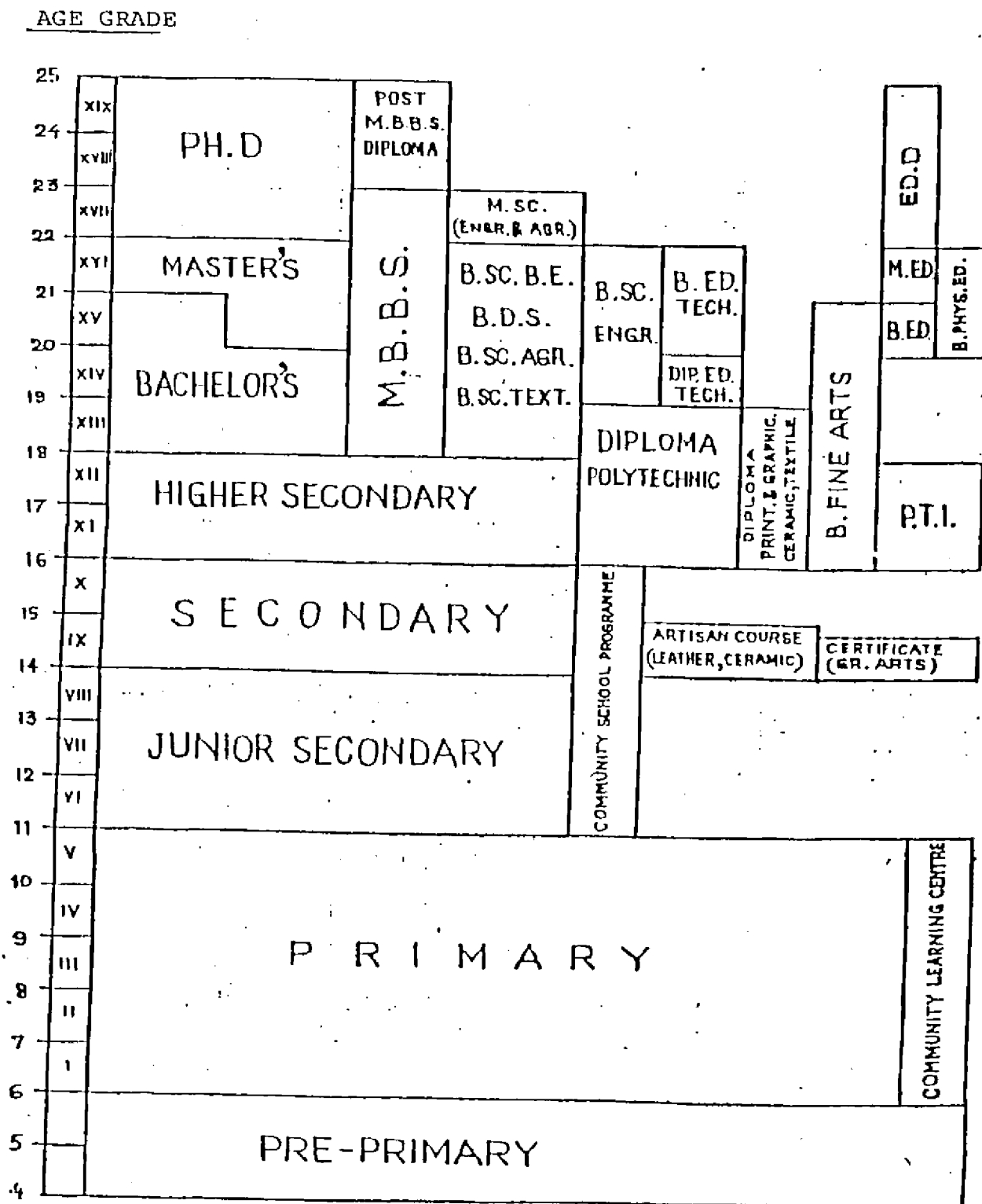
Category of Institution	Number	Enrolment	Teachers
Primary Schools	40,926	8,285,807	164,358
Junior High Schools	2,009	223,984	12,314
High Schools	6,653	1,931,257	81,527
Higher Secondary Schools			
(Grades XI-XII)	213	35,857	2,125
Degree Colleges(Grades XI-XIV)	343	231,255	9,865
Universities (General)	4	31,101	1,813
Agricultural University	1	3,046	354
Engineering University	1	2,383	254
Madrasahs	2,450	430,062	26,662

20. Bangladesh, Ministry of Education, Review of the situation of education and culture (September 1983), p. 17.

To understand, the present structure of education in Bangladesh, at a glance, the different stages of education with age group and grades are shown in the following chart:²¹

Chart - 1

The Existing Education System in Bangladesh



21. Ibid. p. 15.

Educational Administration

Educational administration involves two levels-policy and execution. While the Ministry of Education is concerned with policy formulation, planning, monitoring and evaluation, the line directorates viz., Directorate of Primary Education, Directorate of Secondary and Higher Education and Directorate of Technical Education are responsible for execution of the policies laid down by the Ministry and for academic supervision of the institutions under their respective control.²²

It is evident that Bangladesh has inherited an educational system that no longer answers to the needs of its economy or reflects the hopes and aspirations of its toiling masses. The system, based on elitist philosophy, was implanted by the colonial rulers to suit their own requirements. In spite of the various attempts during the last decade to reform the education system so as to meet the needs of the nation, the supreme objective of turning out active young men and women through education, equiped with rational outlook imbued with moral and social consciousness, is yet to be realised in practice. Education as it exists today in Bangladesh does not

22. Ibid. pp. 3-4.

? promote innovations, adaptation and its entrepreneurial attitudes among teachers and taught. So the educational system will have to be redesigned to solve the problems of an independent nation which may suit its own culture and values. Library Science education requires to be harmonized with mass education of the country in unison with our local needs.

LIBRARIES IN BANGLADESH2:1 GROWTH OF LIBRARIES

THE word 'Library' comes from the Latin word 'liber' which means book. It is used because libraries traditionally were largely collections of books.¹ The history of libraries parallels the history of writing.² The first libraries came into existence as a result of written language and served the same social purposes as today: the provision of information, education and recreation.³ For about 6,000 years, people have made pictorial or written records of their ideas, their relations with others, and the world around them. They have kept their records on a variety of materials—bone, clay, metal, wax, wood, papyrus, silk, leather, parchment, paper, film, plastic and magnetic tap. At almost every stage in the development of these materials, people have assembled collections of their records into libraries.⁴

We know the history of libraries from the early period in Egypt, Assyria, Greece, Nineveh, Rome etc., the

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1. The Worldbook Encyclopedia, vol. 12 (Chicago: Worldbook-Child Craft International, ©1980), p. 211.
 2. Ibid. p. 228g.
 3. George Chandler, Libraries in the modern world (Oxford: Pergamon Press, ©1965), p. 1.
 4. The Worldbook Encyclopedia, op. cit. p. 228g.

monastery libraries in the Middle ages, the professional and academic libraries in the later Middle ages, the rise of university during the Renaissance and Reformation, the introduction and spread of printing in the fifteenth century. In particular, they should have some acquaintance with the Alexandria Library, libraries in Spain and Portugal, University of Cordova, medieval and muslim libraries at Bagdad, the Vatican Library at Rome. Coming to the 16th and 17th centuries we should have some knowledge of the Bodleian Library at Oxford, Cambridge University Library and the Bibliothèque Nationale.*

During the 18th and 19th centuries we will come across the British Museum, Victoria and Albert Museum, John Ryland's Library and other National Libraries of Europe as well as the Library of Congress, Washington D.C., USA. In South Asia, Vietnam, Cambodia, and British India (present Indo-Pak-Bangladesh subcontinent), we will find an interesting spectacle of libraries and the well-organized libraries of the Moghul period and after.⁵

5. Benoyendra Sengupta and Bhubenswar Chakravarty, Library, Library Science and librarianship (Calcutta: the world press private Ltd.. 1981), p. xii.

* The Bibliothèque Nationale was started in 1789 when the church libraries in France and confiscated private collections of emigres were merged with the Royal Library created in the 16th century from the time of Francis I. See: Alfred Hessel, A history of libraries (Washington D.C.: Scarecrow, 1950), p. 76.

BANGLADESH has a rich cultural background. It is a meeting place of mainly three cultures, besides the British at a later date, viz., Hindu, Buddhist and Muslim. All of these cultures encouraged education, reading and obviously libraries. The Hindu God Visnu in one of his 7000 stanzas of Puranas says that any well meaning person "should make his day successful by reading"⁶

The acquisition of knowledge has been emphasized in Buddhism and Islam. In the early days every Buddhist monastery had a library. During the Muslim rule, education was encouraged, books were in demand. Hundreds of scribes were available in every city in order to meet the demands for books and no Muslim noble would be considered cultured unless he possessed a library.⁷

According to Ranganathan, "The evolution of the library has been possible because of a series of romances

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6. M.S. Khan, "Libraries in Pakistan", *Journal of Library History* (1967), vol. 2, p. 58.
 7. S.M. Ikram, *Muslim civilization in India* (New York: 1965), p. 241. Cf. M.H. Khan "Public Libraries in Bangladesh", *International Library Review* (1984) vol. 16, p. 126.

in the book world. ... the romance of the book developing through stages of writing, printing, and paper, led to the development of modern library".⁸ Thus, from the very beginning the library has been a product of social organization and a handmaiden of scholarship, and during those centuries when learning was so intensely individualistic it was almost the sole resource of the philosophers, the literati, the probers of the unknown. The library was created of, by, and for the elite; not until the nineteenth century did it begin to assume any responsibility for the masses.⁹ According to Chandler,¹⁰ the early libraries served only the small governing minorities, and reading- writing remained mysterious to many generations of the ordinary people. The invention of printing from movable type in the fifteenth century made the rapid reproduction of the printed word possible, and the modern book, printed on paper, was born. The book made possible the spread of literacy until it has become almost universal in the western world, and is rapidly spreading in even the most undeveloped countries.

8. S.R. Ranganathan, "Library service on the March", Library Association Record, vol. 16, p. 231, Quoted by Anis Khurshid (Ph. D. Thesis), op. cit. p. 139.

9. Jesse H. Shera, The foundations of education for librarianship (New York: Becker and Hayes, 1972), p. 103.

10. George Chandler, op. cit. p. 1.

"The library", says Shera, "is a product of cultural maturation. It came into being when societies ceased to be nomadic and became urbanized, and when graphic records became important to the effective operation of organized human relationship".¹¹

In modern society, "Library is a growing organism", says Ranganathan¹² in his famous five laws of Library Science. "Library, now a days, is more than an important link in the communication chain; as an intellectual system it is part of the total knowledge-situation".¹³ According to the world book encyclopedia, "Libraries form a vital part of the world's systems of communication and education. They make available-through books, films, recordings, and other media-knowledge that has been accumulated through the ages. People in all walks of life—including students, teachers, business executives, government officials , scholars, and scientists use library resources in their work. Large numbers of people also turn to libraries to satisfy a desire for knowledge or to obtain material for some kind of leisure-time

11. Jesse H. Shera, op. cit. p. 103.

12. S.R. Ranganathan, Colon classification, 6th edn. (London: Asia Publishing House, ©1960), p. 18.

13. Jesse H. Shera, op. cit. p. 118.

actively. In addition, many people enjoy book discussions, film programs, lectures, story hours, and other activities that are provided by their local library".¹⁴

Today's libraries differ greatly from libraries of the past, not only in contents, kinds, and services, but even in physical layout and atmosphere.

Kinds of Libraries

According to Dr. Anis Khurshid, "The major factors contributing to the development of libraries were the expansion in education itself. This development process, however, was not particular to this region alone".¹⁵

According to Michael Fodor, "in western world as well as in the more advanced newly developing countries, schools, and industrial development and libraries are chronologically close to one another".¹⁶

Before the mid-1800's most libraries in Bangladesh were privately owned and were available to certain groups,

14. The World book Encyclopedia, vol. 12, op. cit. p. 210.

15. Anis Khurshid, Standards for library education in Burma, Ceylon, India and Pakistan (Ph.D. thesis in microfilm) (University of Pittsburgh, 1969), p. 141.

16. Ibid. Quoted by Anis Khurshid.

such as scholars, university students, and the wealthy. Years of efforts by librarians and other concerned citizens have radically changed this narrow role of libraries and have made the library the wide-spread, vital service institution that it is today.

To speak of the growth of libraries of various kinds Guy A. Marco proceeds to state that¹⁷ libraries emerge at a stage in the development of community when urgent needs for information storage and transfer become widely recognised. Oral tradition no longer serves. The community, through designated officials, creates agencies to deal with those needs: schools, museum, and finally public libraries. As schools become complex, they also produce libraries: so do museums, and so do other agencies. Business and industry, reaching critically complex levels, established their own libraries.

This trend is also noticed in the growth of different kinds or types of libraries in Bangladesh. The four major kinds of libraries in Bangladesh are:

- A. Public Library
- B. Academic Library
- C. Special or Research Library
- D. National Library.

17. Guy A. Marco, "A rationale for international library education", *International Library Review* (London: Academic Press, 1977), vol. 9, no. 3. p. 355.

A. Public Libraries

Professor Bulter's statement holds good in this respect, "With the rise of democratic ideas officials of every grade from monarchs to incumbents, surrendered to communal ownership their inherited collections of books which their forebears have undoubtedly regarded as personal property".¹⁸ Thus in Bangladesh we find, from the personal ownership, the library has become 'Public', in the interest of the public. So public libraries in Bangladesh procure their collections to a broad cross section of the public. Public libraries range in size from huge big-city libraries with dozens of branches to small-town libraries that occupy only one room and open to all public.

The public library is for the community as a whole- 'the library is for the people, by the people and of the people'. Public library is a social and a democratic institution. Public library gives the use of its collections, of a general nature, free of charge to the people of the community. The combination of free and voluntary use makes public library one of the most

18. Quoted by B. Sengupta and B. Chakravarty, op. cit. pp. xi-xii.

significant symbols of democratic society. So Bernard Berelson defines, "Public library is a social invention designed for the preservation and dissemination of certain cultural products of the nation and the community. In an age of wide-spread literacy, increased leisure time, and democratic responsibilities, the public library was conceived and developed to provide ready and free access to books for all the members of the community".¹⁹

BANGLADESH did not sit idle in establishing libraries during the middle of the nineteenth century, when many of the important public libraries were established by private enterprises. There is no doubt that the idea of establishing public libraries is essentially Western, and spread of public library movement in this part of the world is the result of the impact of western culture on our intelligentsia.

The year 1854 saw the establishment of four public libraries in important district headquarters of this region. These four libraries are, viz:

- i) Woodburn Public Library at Bogra
- ii) Jessore Public Library
- iii) Barisal Public Library
- iv) Rangpur Public Library.

19. Bernard Berelson, *The library's public* (Westport, Connecticut: Greenwood Press, 1975), p. 4.

These are in all probabilities the earliest libraries of the province (the present Bangladesh).²⁰⁾ Subsequently public libraries in other district headquarters viz., Rajshahi Public Library(1884), Comilla Public Library(1885), Pabna Ananda Govinda Public Library (1890), Noakhali Town Hall Public Library (1897), Chittagong Municipal Public Library (1904).²¹ North Brook Hall Library, Dacca (1872-1876), Cox's Bazar (1906)²², Kustia Public Library(1910), Dinajpur Public Library(1931), Mymensingh Muslim Institute Public Library (1931), Sylhet Central Muslim Sahitya Sangsad Public Library (1941), Rajshahi Jinnah Islamic Institute (1949),²³ were established owing to the support, interest and efforts of a handful of public-spirited persons, government officials, and patronage of Zemindars and Nawabs who realized the importance of public libraries as institute of continuous education. Some libraries were being attached to clubs, municipalities, religion and cultural centres.

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20. Mohammad Abu Sayed, "Public Libraries in East Pakistan," The Eastern Librarian (Dacca: East Pakistan Library Association, September 1967), vol. II. no. 1. p. 21.
(Excerpts from the author's book 'Public libraries in East Pakistan: yesterday and today).
21. A.M. Motahar Ali Khan, "Public libraries in East Pakistan" The Eastern Librarian, vol. IV. no. 1. (September 1969). p. 58.
22. Mohammad Abu Sayed, op. cit. pp. 25 & 29.
23. A.M. Motahar Ali Khan, op. cit. p. 58.

However, the momentum of this enthusiastic start was not sustained. All of these libraries, mentioned above, were generally established by one or more philanthropists and supported by public subscriptions and from the government or local Zemindars. The condition of these libraries was not very good. Most of these libraries were housed either in rented or loaned quarters. There was no continued and consistent support, either from the government or local bodies. As a result, even a long established library could not flourish, but managed to survive somehow. Many reasons may be attributed to this slow or non-existent development of libraries. The establishment and organization of libraries was not one of the responsibilities of the government or local councils. They were only voluntary private enterprises— and they were inconsistent (isolated and there was no cohesion amongst them). As a result, after they had been established for about a hundred years, Bangladesh inherited these libraries, at the time of partition in 1947, in a very sad state.²⁴

According to the description of Mohammad Abu Sayed,²⁵ a good number of libraries came into existence

24. M.H. Khan, "Public Libraries in Bangladesh", op. cit. pp. 128-29.

25. Mohammad Abu Sayed, op. cit. p. 33.

in the 40s, 50s, and 60s. Among them mention may be made of West Shak Pura Jinnah Pathagar and club, P.S. Boalkhali, Chittagong (1947), Quaid-e-Azam Public Library, Faridpur (1950), Domar Jinnah Memorial Hall and Public Library, Rangpur (1950), Rangamati Public Library (1953), Moulvi bazar Public Library and P.K. Union Public library, Satkhira (1956), Narail Public Library (1957), Tangail Public Library, Pirojpur Public Library, Nawabgonj Hasan Zahur Public Library, Zakiganj Public Library— all four libraries founded in 1958, Feni Public Library, Jamalpur Public Library and Cumarkhali Public Library (Kustia)—all three libraries founded in 1961.

The number of such public libraries in the then East Pakistan, now Bangladesh, raised to 108 in 1965.²⁶ It has been increased to 123 in 1976,²⁷ though growing, but the rate of growth is not encouraging. In the midst of such growth of libraries, the government, realizing the importance of public libraries in the society, took the first step towards the growth and development of public

26. A.M. Motahar Ali Khan, "Present position of public libraries in East Pakistan", in *The need for public library development: being the proceedings of the seminar organized at the EPLA and the British Council*, ed. by M. Siddiq Khan and T.J. Maughan (Dacca: 1966), p. 86.

27. Idem. "Public libraries and library legislation", *The Eastern Librarian* (1976), vol. X. p. 110

libraries in the country when the foundation stone of the East Pakistan Central Public Library at Dacca was laid in 1953.²⁸

The word 'Central' had been prefixed to public library at Dhaka, the capital of the then East Pakistan with the idea that it would be at the apex of the eventual multitier public library system in the country.

Mr. L.C. Key, an Australian Library Expert, was appointed library consultant to the Government of Pakistan in 1955. He submitted a proposal to the Government for development of library system in Pakistan in August 1956²⁹. Mr. Key observed, "the East Pakistan (present Bangladesh) Government has recently taken a commendable step in setting up, under the Social Uplift Scheme, the East Pakistan Central Public Library with a progressive statement of functions."³⁰ He recommended the

28. Ahmad Hussain, "Planning Public Libraries", in *The need for public library development: being the proceedings of the seminar organized by the EPLA and the British Council (Dacca: 1966)*, p. 23.

29. A.M. Motahar Ali Khan, "The present position of public libraries in East Pakistan", in *The need for public library development (Dacca: 1966)*, p. 89.

30. L.C. Key, *Report and proposals on the establishment and improvement of libraries and library services in Pakistan (mimeo) (Karachi: Ministry of Education, Govt. Press, 1956)*, p. 5.

establishment of three Divisional Public Libraries at Chittagong, Khulna and Rajshahi in East Pakistan³¹ (now Bangladesh) as a first step towards the establishment of library network throughout the country. Thus, the idea of East Pakistan Central Public Library, Dhaka has been revitalized as the core of the regional system with a planned new building, the foundation stone of which was laid in 1953. "Consequently, the Central Public Library, Dacca, as the head of a public library system in Bangladesh, was opened to the public in March 1958 with a stock of 20,000 volumes".³²

During the period, the Government also began helping non-government public libraries in Bangladesh by giving regular government grant-in-aid. This was followed by the establishment of two zonal public libraries at Divisional headquarters of Chittagong and Khulna during the second five year plan period (1960-65)³³ and the third one at Rajshahi (1965-70).

31. Ibid. Quoted by J. Stephen Parker, Bangladesh Public Library Survey-Final report in three vols. (Bath Avon: 1979), V.1. p.5.

32. A.M. Motahar Ali Khan, op. cit. p.88.

33. Pakistan, Planning Commission, Second five year plan, 1960-65 (Karachi: Govt. Press, 1960), p. 588.

~~The~~ Government of East Pakistan laid the foundation stone of the Central Public Library at Dhaka in 1953 but could open its doors to the public in 1958. Owing to the expansion of Dhaka University Library, the Central Public Library building, as it was within the premises of the University and attached to its library, was handed over to Dhaka University in 1961 but since no alternative premises were available for the Central Public Library both libraries had to share the building for many years. The foundation stone of a new building for Central Public Library was laid in 1968 at Shahbagh, adjacent to Dhaka University campus, but progress on the actual construction was very slow. So after about fifteen years the library was moved to its present new building in 1977~~.~~

B. Academic Libraries

By 'Academic Libraries' are meant the libraries of schools, colleges, universities and similar institutions. UNESCO has recognised that academic libraries play an indispensable role in the dissemination of information and knowledge, and has taken active steps to promote their establishment and improvement throughout the world, by support

of pioneer school, college and university library projects in underdeveloped countries, and of maximum co-operation between existing institutions throughout the world.³⁴

In Bangladesh Academic Libraries are composed of: (i) School, (ii) College, (iii) University and (iv) Madrasah Libraries.

(i) Primary School Library

There are 40,926 primary schools in Bangladesh with a number of 82,85,807 students and 1,64,358 teachers.³⁵ It is not practicable, at the present stage, to have a library for every primary school in our country because of our limited resources. Not to speak of our country, even some of the developed countries where there is no paucity of resources have not been able to provide every primary school with a library. In Bangladesh, there are no libraries in primary schools but some of them have books, mostly donated, and they are kept in one corner of Headmaster's room without the provision of library facilities.

34. G. Chandler, op. cit. p. 45.

35. Bangladesh, Ministry of Education, BANBEIS, A handbook of educational statistics of Bangladesh 1983 (Dhaka: BANBEIS, 1983), (position of 1982), Mimieo, p. 1.

Library in primary schools in Bangladesh is yet to grow. Regarding this negative sort of growth of libraries in primary schools, Bangladesh Education Commission Report 1974 states³⁶ that the responsibility of handing over books to the children with a view to creating in them an interest in books which arouses in them an attitude of respect towards books and creates in them the reading habit; is firstly of the guardians and then the school. But this responsibility goes unattended. Most of the guardians are illiterate and there is no library in primary school in our country whereas, firstly, it is the duty of the guardians to place good books in the hands of children in their childhood and then the primary school. It has not been possible even for progressive countries to set up a library in each primary school but there is provision to provide books in accordance with the needs of teachers and pupils. In no development scheme, the need of book service in the primary school of this country has so far been thought of. As a result, the outlook of teachers is not expanding, education is confined to text-books and teaching remained monotonous and cheerless.

36. Bangladesh, Ministry of Education, Cultural Affairs and Sports, Bangladesh Shiksha (education) Commission Report 1974 (Dacca: Govt. Press, 1974), pp. 232-33, (English rendering by author as the title and text is in Bengali).

Secondary School Library

There are 8,662 secondary (High) schools (including 2009 junior secondary schools) with an enrolment of 2,15,5241 (including 2,23,984 junior secondary schools) students and the number of teachers is 93,841 (including 12,314 junior high schools) in 1982.³⁷

Every secondary school, including some of the primary schools, has a 'library' by name without systematic organization. The collection of these libraries, mostly, came from educated and cultural-minded people as gift. These collections are very often kept in some almira's under lock and key either in Headmaster's room or office room and or of Teacher's sitting room that is normally called "library room". There is no professionally qualified library personnel in secondary schools except in a very few cases. One teacher, without library training, normally remains in-charge of library as teacher-cum-librarian. So he can not pay proper attention to his assigned duty in the management and functioning of the almost non-functioning, non-existent and unorganized library.

37. Bangladesh, Ministry of Education, BANBEIS, A handbook of educational statistics of Bangladesh 1983, op. cit. pp.2-3.

(ii) College Library

There are 213 independent Intermediate Colleges (Grade XI-XII) besides Intermediate sections of 343 Degree Colleges in Bangladesh with an enrolment of 35,857 and 2,31,255 students respectively. The strength of teachers is 2,125 and 9,865 of the Intermediate and Degree Colleges respectively in 1982.³⁸ Bangladesh has 623 colleges including government and non-government Intermediate and Degree as well as 67 professional and vocational colleges i.e. 8 Medical colleges, 1 Dental College, 4 Engineering colleges, 1 Agricultural college, 22 law colleges, 18 Homeopathic colleges, 10 Teacher's Training Colleges, 1 College of Physical Education, and 1 college of Leather Technology and 1 College of Textile Technology.³⁹ Every college has a library of its own either small or big, organized or disorganized. Most of the renowned colleges' library collections in Bangladesh were grown up with the help, donation and gift of, particularly local, educated and cultural-minded people and the Nawabs and Zemindars in the middle of the nineteenth century with and after the establishment of Dhaka College (1841).

38. Ibid., pp. 4-5

39. Ibid., pp. 6-11, 13-14

(iii) University Library

It has already been mentioned in chapter 1 that the country has 6 universities including one for Agriculture and another for Engineering and Technology. Among the university libraries, Dhaka University is the oldest of its kind in Bangladesh established in 1921.) It started with 18,000 books and subsequently its collection has been raised through gift and purchases. The Library then shifted to its present campus. The other three general University libraries came into being, with the establishment of the university, in a normal way to aid, maintain and augment the teaching, research and other extension programmes of the university.

The collections of the former Ahsanullah Engineering College formed the nucleus of the present library of the Bangladesh University of Engineering and Technology, Dhaka, when it was elevated to the status of university in 1961. Bangladesh Agricultural University Library came into being, in a regular process, immediately after the establishment of Bangladesh Agricultural University, Mymensingh in 1962. All these universities had a considerable important collection as donation and gift from philanthropist, educated and cultural-minded people besides universities' provision for regular purchases.

(iv) Madrasah Library

The old traditional system of Madrasah education which imparts religious instruction to muslim students is being modernized and made at par with general education as discussed in preceding chapter. Accordingly, the first three stages of Madrasah education fall within school, the fourth one falls within College, and the fifth one falls within Higher Education level at par with general education.

There are, at present, 1361 Dakhil, 452 Alim, 575 Fazil, and 62 Kamil level madrasahs in the country.⁴⁰ The education at Ebtedayee (Primary) level is imparted normally in urban and rural mosques solely by private enterprise of local Muslim Community. There is no library for this institution but a very few holy books and religious collection is preserved by one side of the mosque.

The libraries at all levels of madrasah education in Bangladesh are in a growing stage in view of recent phase of modernization of education on Islamic religion in the country.

40. Bangladesh, Ministry of Education, BANBEIS, A handbook of educational statistics of Bangladesh 1983, op. cit. p. 12. (position of 1982).

C. Special or Research Libraries

Special libraries came into existence for special type of clientele with special type of materials to serve the special purposes of special type of institutions such as government departments, semi-government organizations, autonomous bodies, commercial and industrial organizations, technical, vocational and research institutions, learned and professional societies and other allied institutions of special kinds in Bangladesh. The Institutions of special nature, such as scientific, technological, industrial, commercial and professional, are to go ahead with their programme for the achievement of all round development in the field of their activities. To go on with the tasks scientists, technologists, industrialists, scholars, researchers and experts are to keep in touch with library, the storehouse of knowledge, near at hand or attached to their organizations. Such organizations need library for its own purposes and the library serves the organizations as a guide towards the fulfilment of its programme. Since education and research, be it technical or otherwise, cannot go on without books and other reading materials, a small collection of literature began to grow slowly but steadily in, aforesaid, various organizations and institutions in Bangladesh.

Some of these mole hills of literature ultimately culminated in big mountains that the authorities of most of these institutions or organizations felt the necessity of some control over the literature, first, by providing space for their storage, and secondly, appointment of someone (not necessarily a professional personnel) for their care and retrieval. This led to the gradual growth and development of libraries in those organizations or institutions--all of these species together constitute the genus known as "Special Libraries" in East Pakistan,⁴¹ the present Bangladesh.

University libraries, mainly Dhaka University, and few college (mostly university college i.e. post-graduate degree level) libraries in Bangladesh function as Special or Research Libraries. But the Special Libraries attached to aforesaid institutions and organizations are directly connected with research workers in their respective fields. These libraries are organized to serve the needs of special readers of different kinds. Such a library is called 'Special Library'. In a special library, the readers are restricted in quality and number. The reading

41. Abu Bakr Siddique, "Special libraries in East Pakistan", *The Eastern Librarian* (Dacca: EPLA, 1969), vol. IV, no. 1. p. 74.

materials too are restricted in subject coverage, standard, and number. The mode of service also is specialized in its nature.⁴²

So, in view of the ideas, the special or research libraries have grown and are growing in large number attached to aforesaid newly established institutions and organizations in a new-born state of Bangladesh in order to serve her people in the process of her rapid development in every sphere of life. Thus the speedy growth of special libraries has recently been necessitated in various agencies and organizations of Bangladesh, as delineated above, to serve the ultimate aim of national development.

D. National Libraries

The National library of a country is a distinct type of government owned and managed library, organized to serve the interests of the nation primarily as a reference library of the last resort, and its resources are usually planned to cover the entire output of the nation's records

42. SR. Ranganathan, Library manual (Bombay: Asia Publishing House, 1962), p. 102, Quoted by Alauddin Talukder, "Special libraries in Bangladesh", The Eastern Librarian (1976), vol. X. p.64.

of culture, wisdom and experience, both retrospective and current, as well as the representative graphic records of world culture and experience. Besides, serving the general interests of the nation as a whole national libraries offer some specialist services to government departments and other special groups.⁴³

A national library should acquire, preserve and make available all library materials concerning the country, whether they are published or produced locally or abroad and should serve as a permanent depository for publications in the country. One of the means of acquiring all current publications, government, non-government, semi-government, is by some sort of legal deposit⁴⁴ enforced by Copyright Act. It, so, prepares national bibliography and maintains union catalogue and union list of serials. The first and foremost of the duties of a national library is to (i) collect and (ii) preserve the whole of a country's production of written and printed materials in all forms including maps, charts, photographs, films, gramophone records, tape recordings

43. Subodh Kumar Mokherjee and Benoyendra Sengupta, Library organization and library administration (Calcutta: World Press, 1977), p. 52.

44. Ibid., p. 53.

and the like—even ephemeral materials in a selective way and even materials of purely local interest. It must also (i) collect and (ii) arrange conservation of manuscripts and documents of national importance as one of the obligations to the nation.⁴⁵ It preserves the cultural heritage of a nation. So, it reflects the culture of a nation. In other words, a national library could provide for the use of the citizens of the nation—as well as for citizens of other countries—all the essential information on all subjects and could enable basic research in any field of study to be carried out successfully.⁴⁶ National Library, thus, serves as national highest referral and research centre.

If we take into account the national library of different countries of the world, we find that there are various institutions which are performing the functions of a national library and as such there is no hard and fast rule to name a particular library, a national library. Some of them retained their original name, e.g. the library of Congress in USA and the British Museum in UK,

45. Ahmad Hussain, "National libraries", *The Eastern Librarian* (1969), vol. IV, no. 1, p. 36.

46. UNESCO, *National libraries: their problems and prospects, symposium on national libraries in Europe, Vienna, 8-27, September 1958* (Paris: Unesco, ©1960), pp. 21-22.

the two most widely known and biggest national libraries of the world. The former Imperial Library, Calcutta, for example was redesignated as the Indian National Library after independence. Some of the national libraries of the world were conceived of as national libraries as expressly designated, e.g. the Bibliotheque Nationale in France and the National Diet Library of Japan. Thus it is found that the national libraries in the world are varied, in their growth, and can be defined only by their specific functions and responsibilities. Therefore, the tasks primarily involved are of national and international significance going beyond the normal scope of other libraries of a country.

To trace the growth of National Library of Bangladesh, we may state that the erstwhile Government of Pakistan keenly felt to establish national library when no major library fell into the share of Pakistan after partition of Indian subcontinent in 1947. The UNESCO Conference of 1950 on the improvement of Bibliographical services recommended, among other things, that the National Bibliographical Information Centre be maintained at the national Library.⁴⁷ Thus the demand of the

47. A.M. Abdul Huq, "National library for Bangladesh", *The Eastern Librarian* (1976), vol. X. p. 39.

new-born state of Pakistan and simultaneously the above recommendation of the UNESCO Conference encouraged the Government to establish National Library very soon. Various plans were made and approved, various possible sites chosen, and a nucleus collection of about fifty thousands volumes was built up and housed for the time being in the Liaquat National Library.⁴⁸ Then the proposed National Library was established at Karachi by the Government of Pakistan in the year 1950. "We are told that the National Library of Pakistan was established at Karachi in 1950, that in 1954, it was merged with Liaquat Memorial Library and that the amalgamated library came to be known as Liaquat National Library".⁴⁹ But with the shifting of capital it has been decided to establish another one at Islamabad.

East Pakistan (now Bangladesh) being so far away from Karachi or Islamabad, can't go without a national library at its capital, Dhaka. After long suffering a proposal was placed to the Government of Pakistan. "There should be two national libraries in Pakistan, one at

48. M. Siddiq Khan, "Libraries in Pakistan", *The Eastern Librarian* (1967), vol. I, no. 3. p.5.

49. Ahmad Hussain, "National Libraries", *The Eastern Librarian* (1969), vol. IV, no. 1, p. 39.

Islamabad which may be named National Library of Pakistan, Islamabad, and the other at Dacca styled the National Library of Pakistan, Dacca".⁵⁰ Consequently it was decided to establish two other libraries at Dhaka and Karachi along with the National Library at Islamabad. Under the Copyright Ordinance of 1962, these libraries are to function as depository libraries, but very little progress was made towards the establishment of library at Dhaka.

The UNESCO Conference held at Manila on the Development of National Libraries in the Asian and Pacific countries in 1964 recommended the establishment of a national library in each member country, where it does not exist, as soon as possible. In response to seminar's recommendation as well as local demand the erstwhile Government of Pakistan in late 60s planned to setup a 'Central Library' in the then East Pakistan. Then the Government of Pakistan, however, in late sixties set up an office of "Delivery of Books and Newspaper Branch", as Central Library of Pakistan, Dhaka. The branch, as Central Library at Dhaka, started its function as Copyright deposit office in 1968 in a rented house at Muhammadpur, near the then 'Second Capital', now Shere-e-Banglanagar, Dhaka.

50. Ibid., p. 41

The officers and staff attached to the Directorate of Archives and Libraries in West Pakistan repatriated to Bangladesh after liberation. Consequently, the creation of a Directorate of Archives and Libraries became almost automatic. Immediately after the establishment, the Directorate embarked upon the establishment of a National Library for Bangladesh in 1972. The office of the "Delivery of Books and Newspaper Branch as Central Library at Dhaka" became the nucleus of National Library of Bangladesh under the supervision of newly formed Directorate of Archives and Libraries and housed in a hired accommodation at 103, Elephant Road, Dhanmondi, Dhaka-5. Therefore, the legacy of the National Library of Bangladesh goes with the legacy of Pakistan. Programme has been chalked out to develop it into a full-fledged National Library of Bangladesh.

2:2. STATE OF LIBRARIES

The territory of present-day Bangladesh is an area of many libraries, some with a long history and of considerable distinction. Libraries from the very beginning, have been an integral part of the social framework. A specific past which is reflected in the culture of the nation underlines the development of these libraries. Today, the interest of cultural heritage remains high in independent Bangladesh and one is aware of genuine concern for its preservation through libraries and its wider dissemination through the nation.

The first libraries, as discussed in the 'Growth of Libraries' in the preceding section, within the territory of present-day Bangladesh began, in all probabilities, when the first four public libraries were established in 1854.) According to Parker, Bangladesh Public Library Survey-Report,⁵¹ whilst there are individual public libraries in Bangladesh dating from as early as 1854, the foundations of the present-day

51. J. Stephen Parker, Bangladesh Public Library survey-Final Report in three volumes (Bath Avon: 1979), vol. I, pp. 49-50.

involvement in public library development by the then Central Government may be said to have been laid one hundred years later.

As 'Library is a growing organism' so the libraries, at our credit, are sure to grow and they really grew and grew in number and kinds in Bangladesh before and after liberation of the country. Hence, we may now discuss the state of those libraries in Bangladesh.

A. Public Libraries

There are 4 divisions, 21 regions (former districts) and 495 upazillas/thanas in Bangladesh at present.⁵² There are 460 upazilas, besides 35 metropolitan thanas in Bangladesh and every upazila has a public library but collection rarely exceeds 2,000 and these are managed by local enterprises, a few of them are subsidized by the Government. The present 64 districts,⁵³ which include four divisions and twenty one

52. Bangladesh, Ministry of Planning, Bureau of Statistics, Statistical pocket book of Bangladesh 1983 (Dhaka, 1984), p. 1.

53. Ibid.

former districts, have public libraries of some repute. The collections of books in the libraries of district headquarters vary and range from five to fifteen thousand. These libraries are financed out of subscriptions of members, local donations, grants from local bodies, like district councils, and grants from the government.⁵⁴

It is estimated, on the basis of above statement, that there are more than 528 public libraries, either small or big in size, attached to aforesaid administrative units, besides the earliest growth of notable public libraries discussed in the preceding section, for 92.6 million people with 55,598 sq. miles territory in present-day Bangladesh. Mr. J. Stephen Parker, a British Library Consultant made a survey of Bangladesh public libraries in 1978-79 with the request of the Government of Bangladesh. Parker's Bangladesh Public Library Survey - Final Report⁵⁵ covers only a total of 176 public libraries (Parker Report vol. II. Appx. A. tab. 3, p.5) and provides a breakdown of this figure by type of governing body and Division. The table shows that 89

54. M.H. Khan, "Public libraries in Bangladesh", op. cit. p. 135.

55. J. Stephen Parker, Bangladesh public library survey-Final Report, op. cit. vol. I, p. 48.

percent of public libraries are governed by committees selected from among their members, whilst a further eight percent (including the three government public libraries) are controlled by the governing body of their parent organization.

According to Dr. A.M. Abdul Huq,⁵⁶ it must, however, be made clear that the term 'public library' in this part of the world generally means a library that allows its material to be used by the public with or without paying a fee. Most of these 'public libraries' are subscription libraries. These libraries may have been established by private individuals or organized groups of people, and as such they may be open only to certain segments of community. Most of them are located in urban centres, (now upazila towns attached to rural masses) and most of them receive financial aid from the government. According to Bangladesh Education Commission Report,⁵⁷ most of the non-government aided public libraries are open for 2-3 hours a day in the afternoon or after dusk. Readers on the premise read newspapers. Only the subscribing members get books for

56. A.M. Abdul Huq, Bangladesh, in International handbook of contemporary developments in librarianship ed. by Miles M. Jackson (Connecticut: Greenwood Press, ©1981), Part III: Asia, p. 173.

57. Bangladesh Education Commission Report 1974, op. cit. p. 239.

home reading. Their demand goes unfulfilled because purchase of adequate new books not being always possible. Very few personnel of the non-government public libraries are trained, most of them part-time.

In district (former sub-divisional) towns, the Government Information Centres also function almost like public libraries. Many of them operate in parts of the local public library buildings as insets. Besides, there are few libraries run by the Bangladesh Parishad (a cultural organization).

The libraries run by the Bangladesh Parishad have recently been merged with the public libraries. So great emphasis has been laid on the use and services of public libraries in Bangladesh at present in order to use them by the rural masses and the student of schools within the Union Councils of each upazila where the private public libraries, mostly subsidized by the government at present, are situated. Government scheme is to establish a public library at each of the lowest administrative tier which is known as upazila/thana but at present there are public libraries in each of the four divisions only viz. (i) Bangladesh Central Public Library (BCPL), Dhaka, (ii) Chittagong Divisional Public Library (CDPL), (iii) Khulna Divisional Public Library (KDPL), and (iv) Rajshahi Divisional Public Library (RDPL).

Among the above four important government public libraries, Bangladesh Central Public Library, Shahabagh, Dhaka, with a present collection of more than 1,00,000 (lac) volumes of books and subscribing all the Dhaka dailies,⁵⁸ is the largest. With the shifting of the central public library in its new building at Shahabagh, the rehabilitation scheme for this library, however, expanded its function to include 'development of public libraries in the country, their inspection and affiliation etc'.

Khulna Divisional Public Library is the second most important Public Library in the country. It was opened to public with about 20,000 books in June 1965.⁵⁹ This library is supposed to act as a regional library for Khulna Division of Bangladesh in the proposed public library system. The present collection is about 40,000 volumes.⁶⁰

Chittagong Divisional Public Library, the third in importance, was established in 1962 about three years before the one in Khulna. Unfortunately, this library

58. Bangladesh Central Public Library Records.

59. Ahmad Hussain, "Planning public libraries", in *Pakistan Librarianship 1963-64* ed. by M. Siddiq Khan (Dacca: PLA, 1965), p. 53.

60. M.H. Khan, "Public libraries in Bangladesh", *op. cit.* p. 132.

could not develop as much as Khulna because of its lack of accommodation. Until now the library is housed in a temporary site. The library is open to the public with its limited services of reading and reference. The present collection of this library is about 12,000 volumes.⁶¹

Rajshahi Divisional Public Library, developed during the second five year plan (1980-85), has also started its service to the public.

The staffing pattern proposed in the project gave the Central Public Library, Dhaka an ex-officio status of a 'Directorate of Public Library Services' (now Department of Public Library). For the implementation of the 'Government Public Library Development Project', number of committees and sub-committees were formed. In the project evaluation committee meeting held on 17.9.1980, a four member sub-committee finalized the manpower requirements of the projects namely: (i) Development of Bangladesh Central Public Library, and (ii) Development of Rajshahi Divisional Public Library (revised).

61. Ibid.

B. Academic Libraries

School Library

In practice, there is no library in 40,926 primary schools but the libraries of 8,662 secondary schools in Bangladesh, as mentioned earlier, are found in a disorganized state. Recently the situation is improving with the appointment of about fifty SSC/HSC passed full-time librarians with short course training in librarianship from the Library Association of Bangladesh to government high schools. A good collection of books is also given to these schools through the former Education Extension Centre (now NIEAER) and some modern techniques of library organization are adopted there. The rest of the secondary school libraries are handicapped for want of space, scarcity of books, inadequacy of book budget, absence of reference books and total absence of periodicals and above all, the absence of full-time librarian.

A few teacher-librarians of non-government secondary schools received training, in the meantime, in Certificate Course of the Library Association of Bangladesh. A small number of teachers of government and non-government secondary schools also received a short course training in the NIEAER. They are working in their respective schools as teacher-librarians.

College Library

623 colleges in Bangladesh have libraries of their own. According to administrative procedure colleges of Bangladesh are divided into two categories viz: Government and non-Government colleges.

Among the colleges, there are 213 Intermediate (including 3 government), 343 Degree (pass and Hons.) and 10 Post-graduate, 65 professional, and 2 vocational colleges in Bangladesh. Of all these, 145 government (including 3 Intermediate, 25 Professional, 2 Vocational) and 478 non-government colleges.

No college is affiliated unless it has a library with necessary collection but the collections of most of the colleges in Bangladesh are not systematically organized and it does not and cannot render proper library services to its clientele. Only about 40% government college libraries are manned by professionally qualified personnel whereas libraries of non-government colleges have almost none.

The libraries of government Degree Pass and Degree Honours colleges have a collection of 2,000 and 7,000 volumes, 900 and 1700 students, and 37 and 65 teachers on average respectively. Ten post-graduate government college libraries have a collection of 10,000 volumes, 4,000 students and 105 teachers on average.

The non-Government Intermediate (including 3 government) and Degree College libraries, on the other hand, have an average collection of 600 and 1,000 volumes, 500 and 700 students and 20 and 27 teachers respectively. It is encouraging to note that Government annual subsidy is now granted to all, besides government college libraries, non-government college libraries in Bangladesh.

Among the vocational and professional colleges, the libraries of ten Teachers' Training Colleges are comparatively well-organized by professionally qualified personnel with an average collection of 4,000 volumes, 285 students and 15 teachers. The libraries of Medical and Engineering colleges occupy the next position so far as its systematic organization with professional manpower is concerned.

The average state of college libraries in Bangladesh at present, discussed above, is shown in a consolidated form in table - 1.

Table - 1

Present state of college libraries in Bangladesh⁶²

1	2	3	4	5	6
Kinds of Institutions	Avg. no. of Students	Avg. no. of teachers	Avg. no. of collection	Avg. no. of books purchased	Avg. no. of librarian
<u>Government</u>					
1. Post-Graduate Colleges	4,000	105	10,000	2.5	1
2. Degree (Hons.) Colleges	1,700	65	7,000	4.12	.65
3. Degree (Pass) Colleges	900	37	2,000	2.2	.35
<u>Non-Government</u>					
4. Degree Colleges	700	27	1,000	1.4	.05
5. Intermediate Colleges (including 3 govt.)	500	20	600	1.2	.02
<u>Professional Colleges</u>					
6. Teachers' Training colleges	285	15	4,000	13.8	1
<hr/>					
7	8	9	10	11	
Avg. no. of Asst. Librn.	Avg. no. of Cataloguer	Avg. no. of Assistant	Avg. no. of MLSS	Avg. no. of Annual grant (in Taka)	
.5	.4	1	2	8,000/=	
.30	.15	-	1.2	6,000/=	
.21	.10	.15	1.20	3,000/=	
-	-	.03	1	1,000/=	
-	-	-	1	700/=	
-	-	-	-	5,000/=	

62. Shafiqur Rahman Chowdhury, Survey of college libraries, 1981 (mimeo).
See also, Bangladesh, Directorate of education, Survey of college libraries 1982.

University Library

To speak of academic libraries, university libraries in Bangladesh have comparatively well organized with more professionally qualified manpower. As in many other developing countries, the largest libraries are the university libraries in Bangladesh. This is partly due to the historicity of their origin and growth, the progressive views of their clientele and their growing needs harnessed to advances in the field of humanities, science and technology and partly to the liberal financial support received from the government and, rarely, from other benefactors.

The oldest university library in the country is that of the Dhaka University at Dhaka as long as 1921. It is the only significant library in Bangladesh. Being the largest library in the country, the Dhaka University Library collection, at present, comprises 500,000 (five lacs) volumes including bound periodicals. Besides, there are 30,000 rare collection of manuscripts written in Arabic, Urdu, Bengali, Sanskrit, Persian, Pali and other oriental languages preserved in the library. Eleven Xerox machines are provided

for photocopying the necessary books or parts of book in order to meet the requirements of users of the library. To facilitate the use of research workers two microfilm units, three microreaders and one microprinter are installed in the library.⁶³ The library regularly receives 450 current journals of different titles of which 393 are subscribed.⁶⁴

Dhaka University Library is the premier library and ranks first of its kind in Bangladesh. To delineate the present state of university libraries in Bangladesh, the University of Rajshahi, Chittagong and Jahangirnagar come second, third and fourth in rank respectively, among the four general universities, so far as its origin, growth and present position etc. are concerned.

63. Fazlul Halim Chowdhury, Dhaka University Day, 1983: inaugural speech of Vice-Chancellor (in Bengali, English rendering by author), January 1983, p. 3.

64. Dhaka University Library Record.

In this connection, to have a better scene, the state of university libraries in Bangladesh is shown below in table - IIA and IIB.⁶⁵

Table - IIA

Present state of university libraries in Bangladesh

university with year of establishment	No. of teachers	No. of students	No. of library collections		
			Books	Current journals	Mss
1. University of Dhaka - 1921	980	16,348	5,00000	450	30,000
2. University of Rajshahi - 1953	378	9,225	2,30000	230	-
3. University of Chittagong - 1966	317	4,268	1,17000	600	564
4. Jahangirnagar University-1970	138	1,260	50000	130	25
5. Bangladesh Agricul- tural University - 1961	354	3,046	1,23711	160	-
6. Bangladesh University of Engineering and Technology - 1962.	254	2,383	87781	212	-
Total	2,421	36,530	11,08492	1,782	30,589

65. BANGLADESH, BANBEIS, A handbook of educational statistics of Bangladesh 1983 (Dhaka: February 1983), p. 16. (No. of collection and staff position have been obtained from respective library records).

Table - IIB

Staff position of university libraries in Bangladesh

	Professional	Sub-Prof.	Technical	Non-Prof.	Staff of all categories
1.	31	26	13	141	211
2.	13	18	1	54	86
3.	10	9	4	57	80
4.	10	4	1	23	38
5.	11	8	3	52	74
6.	7	9	4	15	35
Total	82	74	26	342	524

Note: The rank and status of Librarian, Deputy Librarian, Assistant Librarian and Junior Librarian/Chief Cataloguer/Senior Cataloguer are equivalent to Professor, Associate Professor, Assistant Professor, and Lecturer of the university respectively.

It is found that Dhaka University Library is almost equal in size to the combined resources of all other universities. Rajshahi University in the northern part of the country is the second largest University Library. Besides, Dhaka University Library every University Library has 2-3 Photostate machines and micro-fiche/card readers. However, the highest growth rate is found in all of the university libraries in the country, as can be seen in table-IIA and IIB. All the universities, especially the younger ones, would do better if there would not be political unrest in 1970-71.

Considerable number of the collection, as mentioned above, is reportedly not classified and catalogued for want of professional and sub-professional staff. Space does not appear to be a problem except in the two younger universities which have not yet their own library building.

To ascertain the state of university libraries in Bangladesh, Dr. Huq⁶⁶ observed that the university libraries constitute the most important group of libraries in the country in terms of resources and financial allocation. All the universities are financed by the government. The total annual book budget of the six universities is in excess of 4 million Taka, which is a large amount of money by Bangladesh standards. The universities seem to be enjoying a good rapport with the government.

Madrasah Library

The traditional madrasah education on Islamic religion is being modernized at par with general

66. A.M. Abdul Huq, op. cit. p. 175

education in Bangladesh. The position of libraries at Dakhil as well as Alim level is more disorganized with less collection in comparison with that of school and college libraries in Bangladesh. The libraries in Fazil (Degree) level madrasahs are somehow managed in separate room by a part-time teacher (huzur) without library training, except in a very few cases. The libraries at Kamil (Master's) level are not systematically organized, except one or two cases.

C. Special or Research Libraries

The independence of Bangladesh created intensive patriotic feelings among the millions of her free people. It generated new and better hopes and revived their confidence in a prosperous, happy and decent life. It brought, in its wake, many a social and economic problem such as poverty, illiteracy, population explosion, ill-health and social insecurity. To meet this challenge, emphasis was laid on the development and proper utilization of hitherto undiscovered natural resources, unassessed human skill and intellect. Hundreds of agencies and projects, and numbers of commissions, i.e. education, labour, industrial, scientific, social and land reform etc., were setup by the Government

for study, research and analysis of all the problems hindering national development and to find out the ways and means of progress in all fields of human activities. Since the required study and research for each of the organizations cannot be pursued without library attached to them, so the nucleus collection of those organizational libraries i.e. special libraries, as discussed in the growth of special libraries in the preceding section, are sure to grow and as such growing and growing in number in Bangladesh.

Thus the state of special libraries in Bangladesh is encouraging. Special libraries are attached to 20 Government Ministries with 38 Divisions. 164 attached Departments/Directorates with subordinate offices, 134 Autonomous/Semi-autonomous bodies under some or other Ministry/Division, 72 Foreign missions in Bangladesh⁶⁷ and 162 private organizations, news agencies, societies, learned bodies and voluntary organizations.⁶⁸

The Agricultural and Engineering University

67. Bangladesh, Ministry of Finance and Planning, Statistical Division. 1982 statistical yearbook of Bangladesh (Dhaka: Govt. Press, 1983), pp. 9-19, 25-28.

68. Md. Moshareff Hossain and Mohammad Selim ed. Bangladesh directory: reference and research (Dacca: M. Hossain, 1980), p. pref.

libraries and libraries of all technical education institutions (agricultural, engineering and medical colleges) are considered together with other special or research libraries. According to above statement it is reckoned, with no directory of libraries as yet, that there are at present 590 special or research libraries in Bangladesh. The resources and services of special or research libraries are comparatively good in Bangladesh.

The largest of the special libraries in Bangladesh is the Bangla Academy Library with about 1,00,000 (one lac) volumes, more than one lac bound newspapers, one photostat machine and 276 old coins. The collection of ten thousand volumes of the former Central Board for Development of Bengali was added to this collection when the later amalgamated with the former in 1972.⁶⁹ The objectives of the Academy are to promote the development of the Bengali language and literature, to produce and translate into Bengali scientific works, reference books, dictionaries, and so on, and to promote research in the Bengali language. The Academy has developed into a useful centre of research and study for research workers in the Bengali language and literature in particular, and educationists and intellectuals in general.⁷⁰

69. Bangla Academy Library Records.

70. A.M. Abdul Huq, op. cit. p. 176

The second largest special library in Bangladesh is the Bangladesh Secretariat Library which serves the government officials in particular. It has over 90,000 volumes and answers about 500 questions annually.⁷¹ The library is indeed the central reference source for all ministries of the government of Bangladesh.

The third largest special library in Bangladesh is the Bangladesh Institute of Development Studies (BIDS) Library with 75,000 volumes including bound periodicals, 30,000 research papers 20,000 microfiches, 125 reels of 55 mm microfilms, 300 maps, charts, diagram and also receives 900 titles of journals from different centres of the world.⁷² It serves BIDS research staff, government and non-government officials, teachers, students, research fellows, other social scientists and intellectuals in the society. It provides services like bibliography and indexing, directory, abstracting, reprography and inter-library co-operation.

The fourth largest special library is the Bangladesh Bank Library with 50,000 volumes including

71. Bangladesh Secretariat Library Records.

72. Bangladesh Institute of Development Studies Library Records.

bound periodicals and regularly subscribes 500 current journals including 279 foreign ones, and 2 photostat machines.⁷³ This library serves, in particular, the bankers, economists, statisticians, researchers, etc. It acts as a depository library of World Bank publications and exchanges information with World Bank, IMF, other financial institutions and local research organizations in related fields. Different services like current awareness, bibliography, newspaper article index, retrospective search, reference, inter-library loan, reprography services are provided by this library.

Bangladesh Council of Scientific and Industrial Research (BCSIR) Library is estimated to be the fifth largest special library with 40,000 volumes including 31,000 bound periodicals and 2 micro-film readers. It subscribes 40 journals and provides services to the scientists engaged in research work particularly at BCSIR.

Other important special libraries are the Bangladesh Academy for Rural Development, Comilla (over 36,000 volumes), National Museum Library, Dhaka (22,000 volumes including 2,000 bound periodicals and research

73. Bangladesh Bank Library Records.

paper 200 volumes), Bangladesh Atomic Energy Commission Library (21,000 volumes including 9,000 bound periodicals), Bangladesh Agricultural Development Library (20,000 volumes), IPGMR Library (17,600 volumes including 3,600 bound periodicals, subscribes 80 current journals), ICDDRB Library (15,860 volumes including bound periodicals, receives 480 current journals, reprints and documents 10,000, micro-film reader 1, microprinter 1, microfiche reader 1, slide projector 2, overhead projector 2, viewer 1), Varendra Research Museum which has been under the control of Rajshahi University since 1964 (12,000 volumes, 4,500 ancient manuscripts), former National Institute of Public Administration later Administrative Staff College now Public Administration Training Centre (PATC) Library (over 12,000 volumes), Bangladesh Planning Commission Library (12,000 volumes), Bangladesh Shishu Academy Library (10,000 volumes, 200 journals, 100 maps), Bangladesh Television Library (8,000 volumes, 50 journals, audio visual materials: new films 50,000, audio-tape 500, video-tape 550), Radio Bangladesh Library (6000 volumes, 500 loose periodicals, films and filmstrips etc.), BANBEIS Library (6,000 volumes, 50 journals, 1 computer), Asiatic Society of Bangladesh Library (about 6,000 volumes including 539 bound periodicals, current

journals 160 and a few manuscripts), Armed Forces Medical Institute Library (5,000 volumes, 100 bound periodicals, 5 current journals), Diabetic Association of Bangladesh Library (5,000 volumes, 75 current journals, 1000 slides, 50 microfiche, 10 microfilm, 7 projectors, 2 photostat machine), Sugar Cane Research Institute in Pabna (2,500 volumes).⁷⁴

Other notable special or research libraries are the Bangladesh Small Industries Corporation Library, National Institute of Local Government Library and libraries attached to various government ministries, professional associations, societies and learned bodies. Libraries attached to the institutes of Dhaka University i.e. ISWR, ISRT, IBA, INFSc, Institute of Modern Languages, Institute of Fine Arts and Crafts (former Bangladesh College of Fine Arts and Crafts) are worth-mentioning. Most of the libraries are managed with acute shortage of qualified personnel.

D. National Libraries

National Library of Bangladesh

National library in Bangladesh is in the making.

74. Records of concerned libraries (collected on personal contract and visit).

The National Libratty of Bangladesh (NLB), attached to the Directorate of Archives and Libraries, is now functioning in another rented house at 106, Central Road, Dhanmondi, Dhaka, with shortage of manpower, i.e. only 6 professional, 10 sub-professional and 17 non-professional personnel, under the control and supervision of the Director, Dr. K.M. Karim who is a Professor of History and trained in Archives administration from London. It functions as copyright deposit library and builds a collection of 30,000 volumes including bound periodicals and regularly receives more than 300 current journals.⁷⁵ But little progress is made towards the expansion of National Library in true sense of the term in absence of Copyright Act till it is passed by the Parliament of Bangladesh (except the Copyright Act of Pakistan, revised and enforced as Bangladesh Copyright Act in 1974) and its proper enforcement in the Country.

National Library of Bangladesh publishes 'Bangladesh National Bibliography'. It has been publishing national bibliography within the purview of revised copyright act of 1974 and as such the first 'Bangladesh National Bibliography 1972' was published in

75. National Library of Bangladesh Records.

1974. Since then it has been publishing national bibliography annually and in as much as the 1977 issue was published in 1981 on the basis of its collection received by virtue of the aforesaid copyright act.⁷⁶

Function of the National Library of Bangladesh, invariably, includes collection of national writings, collection of materials on Bangladesh published abroad, maintenance of an encyclopedic collection, compilation of national bibliography and a national union catalogue, serving as a clearing house for interlibrary loans, coordination of library services for the nation, international exchanges etc. Besides the shortage of professional manpower, there is an acute problem of accommodation for its functioning. Bangladesh, as a new born developing state, is beset with various problems and as such the effectiveness of its functions has been in a very slow process. Although, after passing of more than six years, in the midst of multifarious national problems, the Government of the People's Republic of Bangladesh decided to set up a National Library as a separate entity and sanctioned a sum of Taka 27.77 lacs

76. Bangladesh, Directorate of Archives and Libraries, National Library of Bangladesh, Bangladesh National Bibliography 1977 (Dacca: Govt. Press, 1981), p. (iii).

for this purpose. Directorate of Archives and Libraries has taken up the responsibility to build up a National Library. At the beginning of the year 1978 the then Education Advisor, Professor Syed Ali Ahsan, laid the foundation of the National Library of Bangladesh at Sher-e-Banglanagar, Dhaka.

It is envisaged in the Second Five Year Plan (1980-85) of the Government of the People's Republic of Bangladesh that "The National Library will be developed to make it the largest depository of books and periodicals in the country. It will form the apex of the library system. The National Library and the National Archives will be developed as twin sister organizations sharing common facilities".⁷⁷

According to Development Scheme, the construction of the building has been undertaken during the Two-year Plan period (1978-80). It will be seven storeyed building. The building is being constructed in phases. The first phase of the building which included the construction of the three-storeyed south block and foundation of the stack have

77. Bangladesh, Ministry of Finance and Planning, Planning Commission, The second Five Year Plan 1980-85 (Dhaka: Govt. Press, 1983), p. 371.

been completed. Other phases of the building will be completed during the Second Five Year Plan period (1980-85) when it will be shifted to its new building. It is expected that with the sanction of more staff, the National Library will be shifted very soon to its new building at Sher-e-Banglanagar, Dhaka.

National Health Library

After liberation of Bangladesh, the libraries of Health or Medical Science areas increased and developed to a great extent. Besides the newly developed IPGMR and Dental College, there are 8 medical colleges in Bangladesh.⁷⁸ Among the medical libraries, Dhaka Medical College Library is the oldest and premier library of its kind in Bangladesh with 29,000 volumes including 1000 bound periodical and receives 200 current medical journals. Salimullah Medical College Library, Dhaka, is the next largest medical library with 13,000 volumes and 50 current journals. Other medical colleges, medical and para-medical institutes have been developing their own libraries to meet the demands of the clientele and provide services to medical specialists, teachers and

78. Bangladesh, Ministry of Education, BANBEIS, A handbook of educational statistics of Bangladesh 1983, op. cit, p. 6.

students alike. In this situation, the idea of strong central health science library developed to serve (approx.) 12,000 students, 11,000 doctors, teachers and research workers, 3,500 nurses, 5,500 paramedics in the country.⁷⁹ The Government was thus convinced to start National Health Library under the Ministry of Health and Family Planning now Health and Population Control and provided for the proposed library with learning resources, equipment, supplies, furniture, and training of manpower and technical advice during the First Five Year Plan (1973-78). Government, in the meantime, could draw the attention of the Asia Foundation whose generous assistance and the Government shared in the development programme extending its local resources of manpower, land and building management. This resulted in the emergence of desired National Health Library and Documentation Centre (NHLDC), Mohakhali, Dhaka in 1974.

The NHLDC serves as the apex body for bio-medical information network within the country for sharing of resources. It has developed its collection to 26,000 volumes including 15,000 bound periodicals and receives

79. Bangladesh, Ministry of Health and Population Control, Records of the National Health Library and Documentation Centre, Dhaka.

300 current journals. It has procured micro-fiche readers, 142 films, 350 slides, 108 filmstrips, few thousand micro-fiches. The NHLDC is at present administered by 7 professional, 8 sub-professional and 19 non-professional personnel.⁸⁰ The library also extends indexing, abstracting, reprography services and provides technical services to the constituent libraries of this system; exchanges resource materials at the national and international levels; and prepares union catalogue of medical resource materials in the libraries of the country at the national level.

National Agricultural Library

To modernize agriculture in a developing economy, Bangladesh Agricultural Research Council (BARC), Tejgaon, Dhaka, as the central agricultural research organization of Bangladesh co-ordinates the research activities of various research institutes in related fields. In this situation, the BARC has created National Agricultural Library and Documentation Centre (NALDOC) in 1980 to co-operate in the exchange of information with major specialised information centres for science and

80. NHLDC Records

technology in order to serve the information needs of agricultural scientists working in academic and research organizations for jute, rice, sugar-cane, forests, fisheries, and livestock etc. within Bangladesh. In the meantime, it has developed its collection to 6,000 volumes and subscribes 200 current journals in the relevant fields. The NALDOC is at present manned with only 5 professional, 2 sub-professional and 9 non-professional personnel.⁸¹

BANSDOC

Bangladesh National Scientific and Technical Documentation Centre (BANSDOC) was established in 1963 in East Pakistan (present Bangladesh) as a regional office of Pakistan National Scientific and Technical Documentation Centre (PANSDOC). The work of BANSDOC in the field of science and technology is highly estimated.

BANSDOC is operating on a national basis under the administrative control of Bangladesh Council of Scientific and Industrial Research (BCSIR). The main function of the centre is to provide scientific and technical research workers with access to world's

81. NALDOC Records.

published scientific and technical literature through its document procurement, translation and bibliography compilation service. BANSDOC provides services in all fields of natural and applied sciences including agriculture and medicine. The services are available to any research worker in Bangladesh whether employed in government, autonomous or private institution or an individual. The activities by which BANSDOC fulfills its purpose consists chiefly of Document procurement, Document reproduction, Bibliography compilation and Translation services.⁸²

BANSDOC maintains a union list of scientific and technical periodicals' holdings of the libraries in Dacca. Work is in progress for compilation of a comprehensive list covering all the scientific and technical collections in the country. The total resources in the country are inadequate, and BANSDOC obtains 90 percent of its requested items from abroad.⁸³

It is unfortunate that BANSDOC has not been making much headway as "no development has been made in

82. Ahsan A. Biswas, "Bangladesh National Scientific and Technical Documentation Centre (BANSDOC) in the economic development of Bangladesh", *The Eastern Librarian* (1976), vol. X, p. 73.

83. A.M. Abdul Huq, *op. cit.* p. 174.

BANSDOC that what it was at the time of liberation".⁸⁴ Bangladesh Education Commission, however, recommended that the BANSDOC should immediately be raised to the status of a national documentation centre in order to afford maximum possible facilities for scientific, industrial and technical researchers.⁸⁵ No action has yet been made on the recommendation. BANSDOC is presently administered by its Director with only 1 professional, 5 sub-professional and 5 non-professional personnel.⁸⁶

National Science Library

The Government, in view of prevailing disastrous socio-economic situation of the country which required restructuring of social priorities into a new economic frame-work to meet the aspiration of the new nation and the development of science and technology, felt the necessity for the establishment of the National Science Library for the collection, processing, storage and dissemination of scientific information that would enable the inter connection of several areas of social

84. Ahsan A. Biswas, op. cit, p. 74.

85. Bangladesh Education Commission Report, 1974, op. cit, p. 244.

86. BANSDOC Records.

activities and participation in the communities of users as well as in the international sharing of resources and efforts in all fields of science and technology. Modern methods of information retrieval system was, therefore, felt necessary in place of present conventional ones. The development of scientific information, especially of modern technological devices lagged behind the development of research in Bangladesh, mainly because no appraisal has been made of the real role of information in the development of science, and because of inadequate financial investments and engagement of appropriate information technologists in this activity. It was, therefore, recognized that modern information system was a necessary prerequisite for efficient research in all basic and applied branches of knowledge.

A plan for centralized information agency was drawn up and is now in the initial stage of implementation in the name of National Science Library (NSL) under the administrative control of Science and Technology Division of the Ministry of Education. The NSL, thus, came into being in 1981. It procured a collection of 5,000 books but yet to be organised to provide modern information facilities in order to achieve higher social values. It is managed, temporarily,

by the Director of BANSDOC (as attached to BANSDOC, a part of BCSIR) as part-timer with its only one professional, 5 sub-professional and 5 non-professional personnel. The collection of NSL remains as a storehouse of information. Necessary step needs to be taken by the authority to organize the collection for dissemination of information through the development of modern methods and techniques to achieve the national target, especially, in the field of science and technology.

The state of National Library of Bangladesh and the libraries functioning at national level, discussed above, is now shown in a consolidated form in table - III.

Table - III

Present state of National Libraries in Bangladesh

Libraries with year of estbt.	No. of collection			Staff position		Total Non Staff prof.	
	Books and bound pe-riodicals	Current journals	Others	Prof.	Sub-Prof.		
NLB 1972	30,000	300	1 pht. mach.	6	10	17	33
NHLDC 1974	26,000	300	1 m. re-ader 142 films, 350 slides, 18 fl. strips.	7	8	19	34
NALDOC 1980	6,000	200	1 pht. mech.	5	2	9	16
BANSDOC (1963)/NSL 1981.	5,000	-	-	1	5	5	11

It is now evident in the light of foregoing discussion that the enormous growth of libraries of various kinds and its disorganized state, owing to acute shortage of professionally qualified manpower, warrants the necessity of library education and training during the mid-twentieth century in Bangladesh which will be discussed in the succeeding chapters of this study.

CHAPTER - 3

EDUCATION FOR LIBRARIANSHIP IN BANGLADESH AT UNDERGRADUATE LEVEL, 1947-1982

3:1 BACKGROUND OF EDUCATION FOR LIBRARIANSHIP: USA, UK AND INDIAN SUBCONTINENT

AFTER the discussion regarding the 'growth' and 'state' of libraries in Bangladesh in the mid-nineteenth and twentieth centuries in the preceding chapter, it is now necessary to refer to the 'background', before we begin with the history of education for librarianship in Bangladesh, 1947-1982, as to how it reached this part of the world.

The last quarter of the nineteenth century was a fertile period of innovation in general library practices in the West. Subsequently, after the First World War there had been steady and gradual development of public library, academic library, special library, documentation centre and information centre in Western countries. For operating these institutions the library schools of these countries reshaped their curriculum and soon a new breed of more progressive, positive and service oriented librarians as produced. But these remarkable development of western library practices had no impact on this country during the first part of the twentieth century when the territory now comprising Bangladesh was under British colonial domination. Under the British rule there was noticeable development in the education of liberal arts, humanities, social science and natural sciences

but it was rather a paradox that absolutely nothing was done regarding the education for librarianship. "Historians of library education are generally agreed that its history divides into three distinct period : the period of apprenticeship and in-service training that prevailed from ancient times until 1887, and to a lessening degree, for some time thereafter; the period of organized library school training from 1887 to 1923, when the Williamson report appeared; and the period of academically-centred library school development that may be said to have begun with the publication of the Williamson report and continued to the years immediately following the end of the Second World War."¹

It may be mentioned that with the establishment of the American Library Association (1876), the Library Association of the United Kingdom (1877) and the beginning of Dewey Decimal Classification (1876), Cutter's Rules for Printed Dictionary Catalogue (1876), selling of L. C. printed cards (1901), Anglo-American, ALA and Prussian Cataloguing Code (1908), brisk activities took place in the west. Library movement then found favourable climate in democratic countries especially in the USA and UK from where it reached India, USSR, Germany, Scandinavian countries and elsewhere. Let us at this point consider for the purpose of our study, how library training and education reached Indian subcontinent (Present Indo-Pak-Bangladesh subcontinent) from USA and UK.

1. Robert D. Leigh, "The education of Librarianship", The public librarian, ed. A. I. Bryan (New York: Columbia Univ. Press, 1952), p. 300 ff. Quoted by Jesse H. Shera, The foundations of education for librarianship (New York: Becker and Hayes, c1972), p. 230.

UNITED STATES OF AMERICA

To explore the possibilities of developing a system of training and education for librarians in the United States Melvil Dewey, the leading librarian in USA, took the initiative to form an association of librarians. Subsequently the American Library Association (ALA) was formed in 1876. When the public library movement reached its apex in the United States in the late 1870's and early 1880's, there came to be a need for more trained librarians than could be produced by then-current practice, i.e. apprenticeship in a well-run library. Melvil Dewey, Librarian of Columbia college, proposed to the American Library Association in 1883 that a library school be created. The ALA encouraged but did not endorse the proposal. In 1887, after a struggle over the issue of admitting women, Dewey was able to open the world's first library school — the School of Library Economy — in a storeroom over the chapel at Columbia.²

USA thus became the home of formal library education by starting the first library school at Columbia College in 1887. The education which the school offered was purely technical — a three month training programme followed by 21 months of apprenticeship. A college education was recommended but not required. In 1888, after further conflict with Columbia over coeducation, Dewey was forced to give up the school. A year later he went to Albany as State Librarian

2. Lawrence A. Allen, "Education of librarians", Encyclopaedia of education (New York; Macmillan, 1971), vol. V, p.526. Quoted by Russell Duino, "The role of the subject specialist in British and American university libraries : a comparative study," Libri (1979), vol. 29, no. 1, p.9.

of New York and there founded the New York State Library School. This was really the same school, which Dewey somehow managed to get transferred to Albany. In 1926 it returned to New York City, merged with the Library School of the New York Public Library, and became the Columbia University School of Library service.³ Other schools soon followed—Pratt (1890) and Drexel (1891) were connected with technical institutes. Illinois (1893), Western Reserve (1904), and Syracuse (1908) were part of universities. Some schools were set up as part of large public libraries, e.g., New York, Pittsburg, St. Lois and Los Angels.

In 1915, the ALA established the Association of American Library Schools. What it did was set up minimum standards for membership and establish criteria for the accreditation of library schools. By 1921, there were 13 library schools in USA, 13 of which were accredited by ALA.⁴

The library schools were then badly in need of standard and coordination. Accordingly, Charles C. Williamson was commissioned by the Carnegie Corporation of New York to study library education. In 1923 Charles C. Williamson's comprehensive report on "Training for Library Service" was published for Carnegie Corporation which recommended, among other things, that :

"(1) a four-year baccalaureate degree be prerequisites for admission; (2) schools be affiliated with universities, either as departments or autonomous professional schools; (3) curricula be enriched by the

3. Columbia University, Bulletin, School of library service (January 1977), p.8. Quoted by Russell Duino, op. cit. p. 10.

4. Russell Duino, " The role of the subject specialist in British and American university libraries : a comparative study", Libri (1979), vol. 29, no. 1, p. 10.

total educational resources of these parent universities; (4) curricula be revised to provide for the first year a general program in basic library subjects followed by a second year devoted to specialization. With an intervening year of practical experience; (5) adequate texts and other instructional material be prepared; (6) provision be made for programs of continuing education through summer schools, institute, and correspondence courses; (7) voluntary certification of professional librarians be instituted; and (8) procedures and facilities for the accrediting of the schools be created."5

One must admit that Williamson Report "did propel education for librarianship out of the infancy of apprentice training and into the early years of professional adolescence. Despite its limitations, the report did focus the attention of librarians in general, and the American Library Association in particular, upon the need for educational reform."6 Certainly the effects of the report were far-reaching. It was perhaps more than any other single report, responsible for making librarianship a graduate profession. The most significant effect of the Williamson report was the establishment of the Board of Education (for Librarianship) by the ALA. This was set up in response to Williamson's specific recommendation that there should be system of accrediting, which would determine which library schools were of the necessary standard to give the proper professional training.7

Since World War II there have been these major developments in American Library Education : In 1948, the ALA Board of Education

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5. Charles C. Williamson, *Training for library service* (New York : Carnegie Corporation, 1923), Chapter 19. Quoted by Jesse H. Shera, *The foundations of education for librarianship* (New York : Baeker and Hayes, c1972), pp.238-39.
 6. Jesse H. Shera, *The foundations of education for librarianship*, op. cit. p. 239.
 7. Gerald Bramley, *A history of library education* (London : Clive Bingley, c1969), p. 83.

for Librarianship changed the first year graduate degree in librarianship from second bachelor's to a master's.⁸ The ALA has now come to be recognised nationally in the United States as the appropriate body for maintaining the standards of professional education for librarianship.⁹

By 1960, some 32 graduate library schools had been accredited; by 1968 the number had risen to 44.¹⁰ At present the American Library Association (ALA) accredits 63 Master's programs of library education leading to the first — professional degree. Although more than 250 American Universities and colleges offer one or more undergraduate course in library science (mainly for students preparing to become teachers or teacher-librarians), only programs leading to Master's in Librarianship are eligible for ALA accreditation. ALA does not evaluate Doctorate degree curricula in librarianship. Neither does it evaluate post-master's specialist or Certificate Programmes.¹¹

UNITED KINGDOM

In the United Kingdom the Library Association (LA) was established in 1877 to promote the position and qualification of librarians and library personnel and to hold examinations in

8. Russell Duino, op. cit. p. 10.

9. B. Sengupta and B. Chakravarty, Library, library science and librarianship (Calcutta : World Press, 1981), p. 130.

10. Lawrence A. Allen, "Education of librarians", op. cit. p. 528

11. American Universities and Colleges, 12th edn. ed. by the American Council of Education (New York : Walter de Gruyter, c1983), p. 97.

librarianship and to issue certificate of efficiency. Correspondence and part-time courses were instituted by the LA. "Education for the majority of librarians in this country was to be on a part-time basis, with all the attendant joys of summer schools, correspondence courses and evening classes."¹² To remove the deficiencies of the part-time courses, just after three years of the formation of the association, the LA organized the annual conference and commissioned the leading librarians with a view to formulating the policies for full-time schools in 1880.

In 1885, after eight years of foundation of LA the first examinations in librarianship were held. The part-time education and examination process to issue certificates of efficiency did not fulfil the desired object of education for librarianship in UK. "The only exception to this came in 1919 with the establishment of the school of librarianship at London University which granted its own diploma in librarianship".¹³

There was friction in the British library profession for some time because both the Library School and the LA were awarding diplomas. Actually, the School's curriculum was geared pretty much to the LA syllabus. The instruction called for by the syllabus was designed originally for workers in libraries who had poor basic education. Since 1924, however, the LA has insisted that candidates hold a General Certificate of Education as a basic requirement for entrance to the examinations.¹⁴ It is scarcely necessary to say more

12. Gerald Bramley, op. cit. p. 19.

13. Ibid. p. 18.

14. Russell Duino, op. cit. p. 14.

in order to indicate the nature of the revolution in British library education brought about by the new schools since their achievements, in the face of difficulties created by their own inadequate resources on the one hand and widespread professional obscurantism of the other hand, have been remarkable. Their graduates are now to be found in senior positions in libraries of all types throughout the United Kingdom.¹⁵

Many of the past, present and even future leaders of the profession in developing countries of East and West Africa, South Asia including Indo-Pak-Bangladesh subcontinent, the Carribean, and other parts of the world received their professional education and inspiration in the overcrowded lecture rooms of school of librarianship, University College, London (1919), Manchester Polytechnic(1946), Loughborough (Technical) College (1946), Brighton Polytechnic (1946), New Castle-upon-Tyne Polytechnic (1947), Leeds Polytechnic (1947), Ealing College of Higer Education (1949), City of Burningham Polytechnic (1951), the Polytechnic of North London (1951). These schools conducted diploma courses¹⁶ and played an important role in raising the status of librarianship in Britain. In recent years their resources, in terms of teaching staff, programmes, and departmental libraries, have improved considerably.

The London School of Librarianship remained the only full-time British library School until 1963, when a post-graduate school

15. J. Clement Harrison, "Education for librarianship abroad: United Kingdom," *Library Trends* (1963), vol. 12, no. 2, p. 139.

16. UNESCO, *World guide to library schools and training courses in documentation*, 2nd ed. (Paris : Unesco, c1968), pp.393-402.

of librarianship was established at the University of Sheffield (1964). Other new university schools are : University College of Librarianship Wales (1964) at Aberystwyth, Queen's University, Belfast, School of library Studies (1965) now Department of Library and Information Studies.¹⁷ Loughborough University of Technology, Department of Library and Information Studies was set up in 1972 as the development of former college.¹⁸ In addition, there are 10 non-university schools of librarianship which provide a two year course.

✓ Today things are different — education for librarianship is recognized as an academic activity. A "good" i.e. honours degree remains the major prerequisite for academic equation (faculty status) in Britain. The results of equation are good salary scales which attract good quality recruits. There are 45 universities teaching library and information studies in Britain. In British universities the libraries tend to mirror the teaching departments, i.e. there is more collegiality and tendency to submerge the traditional pattern of functional organization.¹⁹

The present improved courses of studies in some leading universities, including the Library Association, of Britain will be discussed in section 4 of chapter 6.

17. Russell Duino, op. cit. p. 14.

18. UNESCO, 2nd edn. op. cit. p. 396.

19. Russell Duino, op. cit. pp. 14-15.

INDIAPre-independence period : 1911-1947

Library education was practically non-existent in undivided India when Pakistan and Bangladesh were part of Indian subcontinent during British rule. "The first full-time professional librarian" says N. C. Chakravarty, "appointed to take charge of a modern library in India was a Britisher, Mr. John Macfarlane of British Museum. Mr. Macfarlane took charge of the newly established Imperial Library at Calcutta (now the National Library of India) in 1903. For obvious reasons he took upon himself the task of training the staff of the Imperial Library in modern library techniques".²⁰ It is evident that John Macfarlane must have taught library methods to his colleagues before he could bring out the catalogues. The Indian Conference of Libraries, Lahore, January 4-8, 1918 made a reference to this training.²¹

However, the formal training, in this part of the world, started in 1911. William Alanson Borden who came to Baroda in 1910 to develop a public library system in the princely state of Baroda needed trained staff to run the library system. Himself trained in library techniques in Boston Athenaeum under the Charles A. Cutter, he started a library class in March 1911 in the Central Public Library, Baroda.²² The starting of a library school in Baroda State in 1911 marks the beginning of formal education for librarianship in India.

20. N.C. Chakravarty, Education for librarianship— a survey, IASLIC Tech. Pamph, no. 2, (1966), p. 29.

21. All India Conference of libraries, Lahore, January 4-8, 1918, Proceedings, p. 29.

22. Anis Khurshid, Standard for library education in Burma, Ceylon, India and Pakistan (Ph.D. thesis in microfilm), University of Pittsburg, 1969, p. 346.

This school was directed by William A. Borden an American Librarian engaged by the ruler of Baroda to organize the library services of the state. Borden knew that the success of any library service depended upon the supply of trained librarians and began a series of library classes. He had been a student of Melvil Dewey and many of the characteristics of the Columbia Library School were introduced into India through his system of training.²³

In the meantime, Asa Don Dickenson received his assignment in India. This assignment, unlike Borden's specially required him "to teach (of course, besides organizing the Punjab University Library) modern methods to as many of the librarians of the Punjab as could be gathered together".²⁴ Like Borden, Dickenson undertook to organize the university library with the help of some twenty-five young librarians who were first instructed in the rudiments of modern library techniques. Secondly, he organized a course leading to a Certificate in Library Science. This class assembled at a short notice (in the autumn of 1915) consisted of the staff of the University Library and Librarians of the local colleges. Library Science Certificate Course of 1915 in the University of Punjab is a landmark in the history of library education at university level in India. The course remained suspended during the two years following Dickenson's departure in 1916.

23. K. S. Umapathy, "Education for librarianship in India", *International Library Review* (London : 1977), vol. 9, no. 3, pp.289-90.

24. Asa Don Dickenson, "On His Majesty's Service only", p. 132. Quoted by Anis Khurshid. Ph. D. thesis op. cit. p. 350.

After Dickenson's departure ... the first class, held in 1919, attracted twenty four students, and fourteen of these were later awarded a Certificate in Modern Library Methods. The course was held again in 1920 and in alternative years thereafter.²⁵

Dr. S. R. Ranganathan was a student of Library Science at the school of Librarianship in the University College, London, he saw the British Libraries in action and equipped himself both with theoretical knowledge as well as with practical experience of librarianship. He appeared on the scene in January 1924, he gave an oriental touch to Library Science education in India.

In 1929 the Madras Library Association, in conjunction with the University of Madras, began a three month certificate course in librarianship. The classes were inspired by Dr. S. R. Ranganathan, the then university librarian.²⁶ It, however, assumed more importance and recognition when the University of Madras introduced short term Certificate Course in 1931²⁷ and the one year graduate Diploma Course on full-time basis in 1937.²⁸ The University of Madras took over this program in 1937 and changed the certificate course to a one year graduate diploma course and thus became the first Indian University to offer a comprehensive course in Library science. The Bengal Library Association established a regular Certificate Course in 1937.²⁹ It was Dr. S. R. Ranganathan, the Librarian

25. Gerald Bramley, op. cit. p. 118.

26. Ibid.

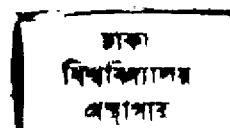
27. K. S. Hingwe, "Education for librarianship in India", in IASLIC special publication no. 5, part II (1965), pp. 10-11.

28. Gerald Bramley, op. cit. p. 118.

See also. K. S. Umaphy, op. cit. p. 290.

29. Ibid.

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of the University of Madras, who took great pains and directed all his energies towards the foundation of the training course in librarianship on a university level.³⁰ This example was followed by Bombay, Delhi, and other library associations. Banaras Hindu University started a Diploma Course in 1942, Calcutta University in 1945, Bombay and Delhi University in 1946.

Post-independence Period : 1947 and After

With the advent of independence various programmes were planned for the development of the nation. Thousands of new schools, hundreds of new colleges and a dozen of new universities came into existence after 1947, as a result of nationwide educational upheaval.³¹ There were about 20 universities in 1947, this number rose to 47 in 1960 and to about 121 in 1977. University Library schools also grew parallel to the growth of the universities in the country.³²

In 1947 Delhi began to offer Diploma course in Library Science. Delhi was the first to create a separate department of Library Science, and in 1958 established the Institute of Library Science, the first library school to be set up under the academic and administrative control of university. It was an associate project of UNESCO. Currently (by 1977), thirty-eight universities located in different states of India offer programs leading to a degree in Library Science. Some universities offer programs leading to Master's and Doctor's degrees in Library Science. There has

30. K. S. Hingwe, op. cit. p. 11.

31. Ibid.

32. Mohinder Singh, op. cit. p. 161.

been a rapid expansion of professional education for librarianship at the university level since 1960's.³³ "Out of more than 120 universities in India no less than 42 have departments of Library Science which turn out over 1400 qualified librarians every year who get absorbed in the professional stream".³⁴ Today, Library Science education has sound foundation in India and has gone quite far in research and other activities in the field of librarianship.

PAKISTAN

The Indian subcontinent, when achieved independence from British rule in August, 1947, was divided into two separate states in the name of India and Pakistan. At that time very few notable libraries came in the share of Pakistan. Pakistan being a new born state was facing many problems of utmost importance, so due attention could not be given to the development of libraries.

Pakistan availed herself of the opportunity of minimum facilities of library education that existed during undivided India till August 1947. So, the history of library education in Pakistan can be traced from 1915 when Asa Don Dickenson, an American Librarian established the first Library Science Certificate Training Course at the University of Punjab,³⁵ Lahore. After Dickenson's departure in 1916, the course was again started

33. K. S. Umapathy, op. cit. p. 290.

34. A. K. Anand, "Continuing library education in the nineteen eighties," *Jl. of Lib. & Inf. Sc.* (Delhi: 1980) vol. 5, no. 2, p. 133.

35. Muhammad Anwar, "Graduate study in library science in Pakistan: a statistical analysis", *The Eastern Librarian* (1970), vol. 1V, no. 4, p. 247.

in 1920 and thereafter it was held in alternative year.

The partition of Indo-Pak subcontinent in 1947 brought an end temporary, to the Dickenson's School at Lahore in Pakistan. Thus the newly-created state of Pakistan did not have any training facilities within its boundaries (including East Pakistan, present Bangladesh). India, however, continued to develop its program at the Delhi Library School (1947).³⁶ During the years 1947-1949 Punjab school was closed. In the meantime the Association was formed at Lahore in 1948 known as Punjab Library Association and started a Certificate Course similar to the school of the Library Association, London under the direction of London trained librarian Mr. Fazal Elahi, M.A., D.L. Sc., F.L.A. (London), in 1949.³⁷

The Punjab Library School, when reopened in 1950, did not deviate from its earlier traditions³⁸ in respect of duration and courses of study (two months' class room lectures, followed by three months' practical library experience in all aspects of library work³⁹).

Over these years Pakistan has been able to piece together the country's library activities. Those who built the library education traditions in the country had their training either at the Punjab Library School (S. V. Hussain, Khaja Nur Elahi, and Abdus Subhan Qasimi) or under Ranganathan at the Delhi Library School (Abdul Moid) or under K. M. Asadulla at the Imperial Library (S. Jamil Naqvi). Some of them are sent to the United States before

36. Anis Khurshid, Ph. D. Thesis, op. cit. p. 377.

37. Cf. Ibid. p. 382.

38. Ibid. p. 381.

39. Gerald Bramley, op. cit. p. 118.

they started the library schools. A few others who did not have any indigenous training were also sent to the United States and the United Kingdom. On their return, they also started library training programs.⁴⁰

The work done at Lahore had its effects at Karachi, which then being the seat of the Pakistan Government, had grown into a big city. Several government and research departments, the federal university, the colleges and the learned societies built up good library collections, so that, by 1952, Karachi had good many libraries but no effective service, mainly because the libraries lacked in trained personnel. In an attempt to meet this deficiency the Karachi Library Association (formed in 1949) started a School of Librarianship in 1952 with Mr. M. Shafi as its director. The school till offers a four-months' Certificate Course for the training of library assistants and is open for admission to those who have passed the Intermediate (Arts) examination of any recognised university. Library workers who are Matriculates and have put in two years service in a library are also admitted.

In 1956, a library school offering a more comprehensive training program was established at the University of Karachi under the direction of its university librarian, Abdul Moid, who received his training in the United States. The school for the first time in the country, offered a post-graduate Diploma Course.

40. Anis Khurshid, op. cit. p. 381.

In 1959, the Punjab University Library School at Lahore changed its Certificate Course into a Post-graduate Diploma Course of one academic year on full-time basis.

The third university to start a course in Library Science in West Pakistan (now Pakistan) was the University of Peshawar. It first offered a short term course of three months' duration in 1956. After a lapse of six years (1962) the University started another (post-graduate diploma) course of one academic year which continued to be offered since then.⁴¹ The fourth university to start a Diploma Course at post-graduate level in 1970 was the University of Sind. Since 1962 Master's Degree in Library Science had been introduced in these universities in addition to Diploma Course and since 1967-68 the Doctorate programme leading to Ph. D. in Library Science was introduced.⁴²

BANGLADESH

Bangladesh had libraries, discussed in chapter 2, in the middle of the nineteenth century but it was regrettable to note that there was no growth of technique of librarianship which was the very foundation for development and management of library. Hence, the first part of the twentieth century may be termed as the 'darkage' so far as education for librarianship in Bangladesh is concerned.

41. Ibid. pp. 384-86.

42. A. Moid, "Purpose for the conference", Two-day working conference on the development of libraries and manpower needs in Pakistan. November, 18-19, 1968 (Karachi : SPIL, 1968), p. 6.

During the early fifties Bangladesh experienced an unwholesome and suffocating situation when she had the institutions of libraries but not the philosophy and techniques of librarianship. The concept of librarianship and the necessity of Library Science education was felt intensively. There were many who felt that it was high time to plunge into library science education. The awareness of the urgent necessity of library science education was discernible among the broad spectrum of educated community but the only thing needed was the leadership and initial momentum. The growth and existence of libraries in various kinds warranted the necessity of education for librarianship in Bangladesh. But the country had to wait for some time more. Even after the partition of Indian subcontinent in 1947 when Bangladesh became the part of sovereign state of Pakistan, no major and consistent step was taken to ameliorate the deplorable paucity of trained library personnel. As such the existing libraries continued to be managed by untrained personnel who had neither the general background nor technical know-how even to run the routine operation.

To conclude the journey of library training and education from USA and UK to Indo-Pak-Bangladesh subcontinent, it is found that different information priorities in the library profession led to the institution of different kinds of library schools. Also, different levels of complexity in the profession, from one country to another, led to different kinds of schools.

From our study,⁴³ it may well be stated that there are too many library schools in the United States, United Kingdom and India; too few schools in Japan, Indonesia, Mexico, and much of continental Europe.⁴³ Bangladesh falls within "too few library schools" group countries. We have observed the educational immigration of hundreds of Chinese, Koreans and Indo-Pak-Bangladeshis to USA and UK for library education degrees.

43. Guy A. Marco, "A rationale for International library education," *International Library Review* (London : Academic Press, 1977), vol. 9, no. 3, p. 359.

3:2 DHAKA UNIVERSITY LIBRARY AND THE BEGINNING OF EDUCATION FOR
LIBRARIANSHIP IN BANGLADESH, 1947-1959

The Beginning of Education for Librarianship in Bangladesh

In 1947 Indian subcontinent was divided into India and Pakistan and Pakistan comprised East and West Pakistan. The Library situation, at the time, in the whole of Pakistan including East Pakistan (present Bangladesh) was deplorable. The collection of the Dacca University Library was 1,03,315 printed volumes and over 25,000 manuscripts when Mr. Fazal Elahi, M. A., F.L.A., joined as Librarian in 1951. He found skeleton staff, dearth of trained personnel, shortage of qualified librarians and the collection of library was not scientifically organized and the system of book classification in such a large library as the library of the Dacca University was not uniform. Mr. Fazal Elahi was one of the seniormost and qualified librarians in the country. He, on joining, also found that the bookshelves of the library were not placed in proper sequence and there was a great congestion in the stack-room and elsewhere. At that time serious efforts were being made as far as possible to re-organize the locations of some classes of books and to provide plans and guides to make all classes of publications more easily accessible to those who were allowed entry into the stack-rooms.

The Dewey Decimal Classification system which is one of the universally known systems, was introduced only in 1952 when by far the greater portion of the book-stock numbering about one hundred thousand books had already been catalogued under an older subject

classification. However, since 1952 new arrivals had been and were being classified under Dewey Decimal Classification system.⁴⁴ In the midst of such prevailing situation of the library the busy Librarian, Mr. Fazal Elahi felt the need of introducing library education in the University.

First Certificate Course in Librarianship, 1952

Librarianship Training Course in Bangladesh started in the year 1952 when the First Certificate Course in Librarianship of three months' duration was instituted at the Dacca University Library by Mr. Fazal Elahi, the then Librarian of Dacca University. All the classes were taken by Mr. Fazal Elahi alone who, of course, was one of the seniormost and best qualified librarians in Pakistan. The course, however, was discontinued sine die (after one session) as the University authority was not then in a position to act on the urgent necessity of training personnel for library service in the newly created state of Pakistan.⁴⁵ The course content was classification and cataloguing (theory and practice), bibliography and reference work, library administration and organization, general knowledge and language test. Three candidates passed the course. Although this course was of short duration and trained only three personnel yet it is significant as the first course in Librarianship in present-day Bangladesh.

44. Dacca University, Annual Reports, 1950-51. p. 26; 1952-53. p. 28; 1953-54. p. 45.

See also. Md. Abdus Samad, "The Dacca University library today", Dacca University Library Bulletin (1957), vol. 1, no. 1, p. 8.

45. M. C. Chanda, "Certificate course in librarianship", Dacca University Library Bulletin (1958), vol. 2, no. 2, p. 12.

Higher Education and Training in Librarianship

The First Certificate Course of 1952 was discontinued after one session. Therefore, the major libraries in the province of East Pakistan (present Bangladesh) had to be contented with the obsolete and stereotyped methods which gave rise to several complications against efficient library services. In order to introduce modern methods of librarianship in this part of Pakistan (now Bangladesh), the authority made a provision for higher education and training of practising librarians. Accordingly, in the year 1953 higher training facilities for library education were made available under the Technical Assistance Programme of the Colombo Plan to two practising librarians (i) Mr. Abdur Rahman Mirdah (then Librarian, Ahsanullah Engineering College, Dhaka) for training in New Zealand and (ii) Mr. A. E. M. Shamsul Haque (Librarian and Keeper of records, Secretariat Library, Dhaka) for training in Australia.

In 1954 two eminent scholars were deputed for foreign training in Library Science. They were (i) Mr. Ahmed Hussain (D. P. I's nominee and on return Librarian, Central Public Library, Dhaka) for training in USA, (ii) Mr. M. S. Khan (Librarian designate, Dhaka University Library) for training in UK.⁴⁶

46. Abdur Rahman Mirdah, "Fourteen years in librarianship in East Pakistan 1952-1965", in *Pakistan librarianship 1963-64* ed. by M. Siddiq Khan (Dacca : Pakistan Library Association, 1965), p. 43.

Provision for Regular Certificate Course

Considering the merits of the First Certificate Course in Librarianship conducted by the Librarian, Dhaka University Library in 1952, the university authority made a provision for the institution of Certificate Course in Librarianship in the University of Dhaka under the supervision of the Librarian. The rules and regulations for Certificate Course in Librarianship were thus provided in the 'Dacca University Ordinance and Regulation' in 1957, chapter XXV-A, part XII:

1. An examination for the Certificate Course in Librarianship shall be held annually at Dacca, and shall commence on such date and at such time as the Executive Council may determine from time to time.

2. The Certificate Course in Librarianship shall extend over a period of three months, the exact period to be determined and notified by the Librarian in consultation with the Committee for training in Librarianship to be set up by the Academic Council at the beginning of each session, at least one month before the date of commencement of the training classes. The course shall be under the Faculty of Arts.

3. No candidate shall be admitted to the course unless he has passed the Matriculation Examination of the East Pakistan Secondary Education Board or any other examination recognised as equivalent thereto.

4. No candidate shall be allowed to appear at the Examination unless he has : (a) produced a certificate from the Librarian to the effect (i) that he has completed the prescribed course of training (ii) that he has attended not less than 75% of the lectures (iii) that he is fit person to be admitted to the examination.

(b) paid the fee for the course in full to the Registrar. Provided that shortage of percentage of attendance at lectures may be condoned for very special reasons by the Vice-Chancellor on the recommendation of the Committee for training in Librarianship.

5. The fee for the course including the examination fee, shall be Rs. 35/- payable at the time of admission. In special cases, on the recommendation of the Librarian, a candidate may be allowed to pay the fee in two instalments Rs. 20/- at the time of admission and Rs. 15/- at least one month thereafter on a date to be notified by the Registrar. A candidate who fails to pass or to present himself for examination, shall not be entitled to a refund of the fee; but such a student may be permitted to appear at the examination on a subsequent occasion within three years of his completing the course, on payment of an additional fee of Rs. 15/-.

6. English shall be the medium of instruction and examination.

7. The examination shall be both written and practical in accordance with the prescribed syllabus. The paper setters and examiners shall be appointed by the Academic Council of the University on the recommendation of the Librarianship Training Committee.

8. The subjects of the examination and the distribution of marks shall be as follows : (a) Classification 2 papers - theoretical and practical (150), (b) Cataloguing 2 papers - theoretical and practical (150), (c) Library Administration 1 paper (100), (d) Book Selection, Bibliography and Reference work 1 paper (100), (e) General knowledge (50), (f) Language reading test, Urdu or Bengali or Devnagri (50).

9. The minimum number of marks required to pass this examination shall be 40 percent in each paper, theoretical or practical, and 50 percent in the aggregate. Candidate who obtains

66 percent of the marks in the aggregate shall be declared to have passed the examination with distinction and the rest of the successful candidates to have simply passed (without any class).

10. The librarian shall be the officer in charge for the management of the course subject to the general control of the Librarianship Training Committee.

11. The syllabus of the different subjects of the course shall be prescribed by the Academic Council on the recommendation of the Committee for training in librarianship.⁴⁷

Fulbright Course in Librarianship

The regular Certificate Course in Librarianship extending over a period of three months' duration thus started in the Dhaka University Library with the assistance of the Fulbright scholars. So the course was said to have been called "Fulbright Course in Librarianship".

In 1955-56, the teaching programme in librarianship was begun by Fulbright scholars in Library Science deputed to Dacca University Library by the United States Educational Foundation (USEF) in Pakistan. The course was conducted under the supervision of the Librarian, Dacca University Library according to rules and regulations as provided in the Dacca University Ordinance and Regulations. Though Matriculation was the requisite qualification for admission yet persons with higher qualification employed in libraries were also admitted to the course.

47. Dacca University, The Calendar, vol. I : University Act, statutes, ordinances and regulations (Dacca : University of Dacca, 1957), pp. 251-53.

The First Fulbright Course started in the academic year 1955-56 when Miss Mildred L. Methvan, a Fulbright Lecturer in Library Science department to the Dacca University Library by the United States Education Foundation in Pakistan. Miss Methvan held a course of three months' duration on general library work in the Dacca University. A number of persons from the library staff attended the short course.

Professor Nafis Ahmed, M.A., Ph. D., (London), (Professor of Geography and acting Librarian, Dhaka University), handed over charge of the Library to Mr. M. S. Khan, M. A., B. L., F. R. Hist. S. (London), on the return of the latter after completion of his training in Librarianship in Great Britain in June 1956.⁴⁸

The Second Fulbright Course started during the year 1956-57 when the United States Education Foundation in Pakistan deputed Miss Vivian Prince to Dacca University Library. Miss Vivian Prince, Associate Professor in Library Science, University of Florida, organized short course in basic cataloguing and classification. A number of library staff was deputed to take this course. Of them 6 passed the examination at the end of the course including two who were placed in the First Class.

The main outline of the course was (i) Foundation of Librarianship, (ii) Books and its relation to bibliography, (iii) Use and theory of catalogue, (iv) Subject analysis of materials (v) Problems of selection of entry, (vi) Classification, (vii) Appli-

48. Dacca University, Annual Report, 1955-56 (Dacca : University of Dacca, 1956), p. 12.

cation of classification to major field of knowledge, (viii) Making of catalogue, (ix) Place of library in the curriculum and (x) Library standards for educational institutions.

This course was open to librarians and library workers of affiliated colleges, government institutions and departments and also limited number of outsiders. Classes were held twice a week after office hours. Successful candidates were given certificates after completion of the course.

Sponsored by the Asia Foundation, six university students took practical training by working part-time in the library. This not only provided assistance to some deserving students in difficult financial circumstance but has also created a reserve of library workers whose experience may be of some value to libraries in future.⁴⁹

During the Third Course in 1957-58, the USEF in Pakistan deputed Mrs. Willa Boysworth, Head Librarian, Huntington College, Montgomery, Alabama, USA, to conduct a course in Reference Work, being one of the aspects of library science in co-operation with this Library. Certificates for the successful completion of the course were given to thirty persons. Four members of our library staff took the training and two of them were placed first and second in the First Division.

The Asia Foundation also sanctioned a grant of money in the session for the award of stipends to students who were taking part-

49. Dacca University, Annual Report, 1956-57 (Dacca: University of Dacca, 1957), pp. 20-21.

time library training in order to assist the library in the performance of some routine duties as well as to extend assistance to students in severe financial circumstances. Eight students enjoyed the stipends in the session and acquired a fair amount of library experience. The project would be continued in the session 1958-59 but had to be financed by the University or some of their agencies if it desired to continue it beyond that period.⁵⁰

In 1958-59, for the fourth year in succession, due to the generous assistance of the USEF in Pakistan, another Fulbright library Grantee viz. Miss Letitia Willet was attached to the Library and conducted the Youth Course in school Librarianship in which subject she is a specialist. This opportunity was taken by the Dacca University to widen the scope of Library Science teaching in East Pakistan (now Bangladesh) as sponsored by the Dacca University Library so that a number of schools in the (then) province was enabled to depute teachers for training as school librarians. This was done in consultation and close co-operation with the Director of Public Instruction, Government of East Pakistan and the Special Officer on Duty for the Development of Libraries in East Pakistan.

Three members of the library staff took this training and after passing their examinations duly received their certificates. They are likely to prove to be more useful members of the Library after thus qualifying themselves. The scheme of employing Univer-

50. Dacca University, Annual Report, 1957-58, pp. 35-36.

city students as part-time library staff subsidised by stipends given by the Asia Foundation was continued during the session and a number of students worked in the library in this way. The library feels that due to the generous support of Asia Foundation it has been able to do something for a number of poor students who might otherwise have been forced, if not to discontinue their studies totally, at least, to suffer greatly. In return the students did useful work, some indeed quite valuable work. As an expression of their appreciation of the operation of the project, the Asia Foundation has agreed to continue the scheme for the next session in 1959-60. In this connection, it may be mentioned that university authorities have also recognised the principle of employing deserving students as part-time workers and thereby helping them to work their way as part-time cataloguers in the library and their services have proved to be extremely useful.⁵¹

Success of the First and Fulbright Courses

The success of the First and the Four Fulbright Certificate courses' programme resulted in the production of the following sub-professional manpower who were urgently required for the organisation of existing libraries of the country in a systematic way. The total sub-professional manpower produced by the First Certificate Course in 1952 and the four Fulbright Courses in Librarianship held in the Dhaka University Library from 1955 to 1959 under the supervision of the Librarian, as described earlier, is now

51. Dacca University, Annual Report, 1958-59, pp. 34-35.

shown below in a consolidated form in table - I.

Table - I

Results of the First and Four Fulbright Courses

Year	Name and no. of courses	No. of persons trained
1952	First Certificate Course	3
1955-56	First Fulbright Course	8
1956-57	Second Fulbright Course	35
1957-58	Third Fulbright Course	30
1958-59	Fourth Fulbright Course	34
Total		110

The Fulbright courses drew the attention of a large number of candidates who were interested in librarianship. There was no training facility apart from this course available in Bangladesh until 1958 when the East Pakistan (now Bangladesh) Library Association instituted Certificate Course in Library Science. The Fulbright Course in Librarianship from 1955 to 1959 produced 110 sub-professional manpower in total. So these course played a significant role in training the sub-professional manpower of libraries for sometime in Bangladesh. Since 1955 the Fulbright Grantees, one after another, viz : (1) Miss Mildred L. Methvan, 1955-56, (2) Miss Vivian Prince, 1956-57, (3) Mrs. Willa Boysworth, 1957-58, (4) Miss Latitia Willett, 1958-59, had been imparting training in aspects of library science each year. Not only the staff of the Dhaka University Library had been benefited by such training but

also the staff of the various major libraries of Bangladesh. These American Librarians stirred us up from the stupor in which we had so long been and brought back to us enthusiasm and interest in practical library work and theoretical Library Science. The part played by these scholars to inspire library personnel in Bangladesh and to make them library-minded, must be recorded with great appreciation.

It is now obvious that the First Certificate Course of Librarianship in Bangladesh in 1952 laid profound impact on library education and training for future librarianship in Bangladesh though the course was of short duration and the trainees were few in number. As an initial course, it is attached much importance in the sense that it paved the way for future growth of library education in the country in order to remove obsolete and stereotyped methods of library practices. The syllabi of the course were based on practical implications of prevailing library system and services in the country.

In view of the attainments of the course, the university authority was encouraged to make a provision for the institution of regular Certificate Course in Librarianship. Accordingly, the four Certificate Courses were conducted successively under the supervision of the Librarian, Dhaka University Library, with the help of Fulbright scholars from 1955 to 1959. These courses bear a good testimony to the growth and development of library system and services in the country as the main objective of the course

was immediately to train up basically the in-service library personnel of different libraries in the then East Pakistan, now Bangladesh. The accomplishment of the course convinced the university authority and that ultimately led to the institution of one year post-graduate Diploma Course in Library Science in the University of Dhaka under the direction and guidance of its UK trained Librarian, Mr. M. S. Khan, from the session 1959-60.

The accomplishment of the courses contributed much impact on the profession and its leaders as well. The patrons of libraries also lauded the systematic methods which were being deployed in libraries with the help of the newly trained personnel. Having been convinced with the success of the course, the then East Pakistan (now Bangladesh) Library Association started a six months' regular Certificate Course at undergraduate level from October 1958. Mr. M. S. Khan, the then Librarian of the Dhaka University and also the President of the Library Association instituted and conducted the (i) undergraduate certificate course of the Association in 1958 and the (ii) post-graduate Diploma Course in Library Science in the University of Dhaka in 1959 as Director and Head of the Courses respectively.

3.3 EAST PAKISTAN LIBRARY ASSOCIATION AND EDUCATION FOR LIBRARIANSHIP, 1958-1970

Pre-Independence Period (1958-70)

Background

In December 1924 All India Library Conference discussed the establishment of Library Association in every province. The delegates from Bengal, under the presidentship of Late Deshabandhu Chittaranjan Das, got the resolution carried as they were determined to start a Library Association in their own province. A General Committee for the purpose was appointed in the same session and Poet Rabindra Nath Tagore and Sri Sushil Kumer Ghosh were selected the Chairman and the Secretary of the Committee respectively. Soon after (20.12.1925) a huge meeting of library-workers and sysmathisers was convened at the Albert Hall at Calcutta under the charmanship of Late J. A. Chapman, the then Librarian of the Imperial Library, Culcutta. The All Bengal Library Association was formally formed in 1925. In January 1928 the 2nd All Bengal Library Conference was convened at Calcutta where delegates from various districts attended and important papers were ... read.⁵² The 2nd All Bengal Library Conference discussed and passed many important resolutions. One of the resolutions read : " the Universities of Dacca and Calcutta were requested to arrange for Extension Lectures on Library Administration and allied subjects — on the models of Extension Lectures undertaken by Western Universities. The Local Government and the Director of Public Instruction were requested

52. Subodh Kumer Mookerjee, Development of libraries and library science in India (Calcutta : World Press, 1969), pp. 33-34.

to provide for regular grants to libraries in their respective budgets".⁵³

The name of the Association was changed from All Bengal Library Association to Bengal Library Association. The membership of the Association extended to all over the state but after partition when about two thirds of Bengal have been separated and ceded to Pakistan (in 1947), the membership has suffered terribly.⁵⁴

Establishment of East Pakistan Library Association and its Role

In 1947 Pakistan received no share of books from important libraries of India at the division of the state assets. Library facilities then were entirely inadequate and far below the standard. The library situation in East and West Pakistan became deplorable and inadequate in resources and organization. Libraries were ill-managed with skeleton staff mainly by untrained personnel.

However, for the development of any profession in any country an active and vigorous association of national character is a must. Professional Association is vital to the development of effective library situation. The idea of Pakistan Library Association first came in mind to the leaders of the profession in 1954. Karachi led in founding the All Pakistan Library Association. Few meetings were held in Karachi. Representative from East Pakistan attended in the Second meeting when an ad-hoc committee was formed for the formation of Library Association on national basis. Thus Pakistan Library Association was founded in July 1956.

53. Ibid. p. 37.

54. Ibid. pp. 39-40.

There was a complete vacuum, especially in East Pakistan, in the field of professional training of Librarianship. With the creation of Pakistan in 1947 most libraries in Indo-Pak subcontinent including the great National Library of India (the then Imperial Library, Calcutta) by virtue of geographical location stayed in India. Dhaka University Library was then the only University Library in East Pakistan (now Bangladesh). The Registrar of the University worked as part-time Librarian. Prior to partition public libraries were very few and mostly held fictions. Private organizations and autonomous bodies had small libraries. People were quite ignorant of library facilities and unaware of their right to demand financial assistance for libraries which were essential to meet their day to day requirements. The position of library was so miserable that concerted efforts from all quarters were necessary to organize library movement in East Pakistan (present Bangladesh).

It is not a new concept that the Library Association shoulders the responsibility of library education for the betterment of the profession. Library Association is a homogenous body of working librarians formed with a common interest of library personnel and library services. Imbued with this idea "seven practising librarians of Dacca assembled in 1954 in Plassey Barracks and discussed library situation of East Pakistan and passed several resolutions to popularise library movement in co-operation with the Library of Dacca University and others who might be interested in libraries and librarianship. The Librarians present in that remarkable meeting

were : (i) Messrs. A. R. Mirdah, (ii) A. E. M. Shamsul Muq, (iii) Rakib Mossain, (iv) Siddiq Ahmed Chowdhury, (v) Jamil Khan, (vi) Khandaker Abdur Rab, (vii) Tafazzal Mossain".⁵⁵ This effort took the shape of library movement in the then East Pakistan now Bangladesh.

In the year 1955 an ad-hoc committee was formed with Professor Dr. Nafis Ahmed, Head of the Department of Geography and the then part-time Librarian of the Dacca University as convenor and other members of the Committee were Messrs. (1) Ahmed Musain, (2) A. R. Mirdah, (3) A. M. Motahar Ali Khan, (4) Rakib Mossain and (5) Mrs. Nargis Jafar.⁵⁶

In June 1956, Mr. M. S. Khan, Librarian, Dhaka University, joined the Association on his return from UK after training in Librarianship. A sub-committee was formed with Mr. Ahmed Musain, Mr. A. R. Mirdah and Mr. Rakib Mossain to draft a constitution. They were assisted by Mr. Shamsunnoha Ansari, Reader in Law, Dacca University. East Pakistan Library Association (EPLA) was formed on the basis of that constitution in 1956.

In 1957 the draft constitution was adapted in the First Annual General Meeting of the Association held in the United States Information Service (USIS) Auditorium. Most of the Librarians of Dacca city attended the meeting. The office bearers of the Association

55. Abdur Rahman Mirdah, "Fourteen years in librarianship in East Pakistan 1952-65", Pakistan Librarianship 1963-64, ed. by M. Siddiq Khan (Dacca: Pakistan Library Association, 1965), p. 40.

56. Abdur Rahman Mirdah, "Library movement in East Pakistan with special reference to East Pakistan Library Association 1947-1969" The Eastern Librarian, vol. IV, no. 1 (September, 1969), p. 12.

were elected to meet the following objectives of the constitution :

- Objectives :
- i) Promotion of Library service to the people in East Pakistan (now Bangladesh).
 - ii) Provision and promotion of library training facilities and research in Library Science.
 - iii) Improvement of the status and conditions of service of library personnel.
 - iv) Cooperation with library associations and associations with similar aims in and outside the country with a view to advancing the cause of library service.
 - v) To take over the assets of any association or institution having objectives similar to the objects of the Association.⁵⁷

Institution of Undergraduate Certificate Course in Library Science
1958

Owing to deplorable condition of libraries and lack of trained personnel for the libraries in East Pakistan the Library Association, immediately after the election of the office bearers, decided to start a training course in accordance with the provision of the constitution and as such a sub-committee was formed for planning a Certificate Course in Librarianship at undergraduate level with Mr. M. S. Khan, Director and Mr. A. M. Motahar Ali Khan as convenor, on the submission of the report of the sub-committee, the Council of the East Pakistan Library Association formed a

six-member Committee of Courses in order to run the proposed course smoothly.

A sub-professional training course in Librarianship in East Pakistan (now Bangladesh), began with the institution of a regular undergraduate Certificate Course in Library Science sponsored by the then East Pakistan Library Association. In October 1958, the East Pakistan Library Association, Dhaka, instituted a six months' Certificate Course in Librarianship in the former building of the East Pakistan Central Public Library, Dhaka. "One of the notable achievements in library education was the institution of a regular certificate course at undergraduate level in 1958 under the auspices of EPLA with Mr. M. S. Khan as Director of the course and Mr. A. M. Motahar Ali Khan as Honorary Secretary of the Committee of Course."⁵⁸

Curriculum and Teaching Staff

The First Course in 1958 was attended by working Librarians of Dhaka and these from outside. The curriculum included : Classification and Cataloguing - theoretical and practical, Book selection, Reference work, Administration and Organization, School Libraries.

The classes were being taken in the evening by teachers selected for this purpose from the persons who were specialized in certain subjects. The following teachers offered voluntary and

58. Abdur Rahman Mirdah, "Fourteen years in librarianship in East Pakistan 1952-1965", in Pakistan Librarianship 1963-64, p. 43.

honorary service in their meagre leisure hours snatched from pressing duties in their respective libraries : (1) Mr. M. S. Khan Librarian, Dacca University, (2) Mr. A. R. Mirdah, Assistant Librarian, Dacca University, (3) Mr. M. C. Chanda, Chief Cataloguer, Dacca University Library, (4) Miss L. Willett, Fulbright Grantee (in her section), Dacca University, (5) Mr. Ahmed Hussain, Librarian East Pakistan Central Public Library, (6) Mr. Motahar Ali Khan, Assistant Librarian, East Pakistan Central Public Library, Dacca, (7) Mr. Rakib Hussain, Librarian, USIS Library, Dacca.

Here we may also mention the encouraging support and interest in the project evinced by that distinguished Librarian Mr. J. A. Mulbert of USIS, Dacca.⁵⁹

After completion of the course thirteen successful candidates were distributed certificates in a befitting ceremony by Lt. General Mohammad Asam Khan, the then Governor of East Pakistan on 24th December, 1960 on the opening day of the first conference of the East Pakistan Library Association jointly held with the third annual conference of the Pakistan Library Association.

Due to paucity of fund, qualified teachers and non-availability of texts or reference books solely for the use of students and lack of central class rooms and other inconveniences, the number of trainees had been fixed to the maximum limit of twenty-five persons. Though there had been appreciable response from interested persons yet the number of seats for trainees was limited

59. M. C. Chanda, "Certificate Course in Librarianship", Dacca University Library Bulletin (1958), vol. 2, no. 2, p. 13.

upto twenty-five till 1965. In spite of modest beginning, this training was a pioneer venture with great potentiality and was decidedly a step forward towards the furtherance of the growth of better libraries run on modern scientific lines, and the consequent future improvement in the dissemination of knowledge throughout the country.

Dhaka University Library, Central Public Library, USIS Library and British council Library managed some text and reference books for the use of trainees. The Asia Foundation, on request of the Association, donated text books and offered financial assistance for the reading materials of the trainees. Since 1958 the Association had been conducting the course regularly solely on the basis of its own resources. That was possible owing to honorary services offered by the teachers of the course and that was indeed a unique feature in the field of library development in the country. These courses have done valuable services to improve libraries in East Pakistan by producing trained library personnel.

In the year 1965, the Committee of course extended the course to twice a year instead of once as before, and duration of the course was reduced from six months to four months. The syllabi of the course were also slightly cut short with a view to catering for library hands on the one hand for small libraries and also for sub-professional hands for bigger libraries on the other but special care had been taken to keep the standard high. The course then included : Cataloguing (theory and practical), Classification (theory and practical), Administration and organisation, Bibliogra-

phy, Reference and Public Relations.⁶⁰

Course Procedures

Admission Requirements

Higher Secondary Certificate (H.S.C.) will be the least qualification for admission to the course on the basis of a written test.⁶¹ It is relaxable in case of a Secondary School Certificate (S.S.C.) holder working in a library for two years as it appears from the prospectus of the LAB. Applications are normally invited through press and in response to that advertisement candidates with requisite qualifications apply for admission test. Out of large number of applicants, now-a-days, fifty students are admitted to the course after proper test and interview. Classes are held in the evening between 4 and 7 p.m.

Instructions

Instructions were imparted in English before the liberation of Bangladesh and now it is in Bengali. Instructions are mixture of lecture, tutorial and practical works of classification and cataloguing. Students mainly depend on class lecture and textbooks available in LAB collections and surrounding major libraries, namely Central Public Library, Dhaka University Library, British Council Library etc.

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60. A. M. Motahar Ali Khan, "A brief report on the certificate course in library science, E. P. Lib. Association", in some emergent problems of the book world in Pakistan ; being the proceeding of the seminar organized by the East Pakistan Library Association and United States Information Centre. ed. by M. Siddiq Khan and Ray Pepers (Dacca :EPLA, 1968), p. 134.
61. LAB. Constitution and Bye-laws (as adapted in the 4th Annual General Meeting of the Association on 24th July 1976) (Dacca: LAB, 1976), p. 13.

Examinations

A written examination of theoretical and practical papers is held at the end of the course. No student is allowed to appear at the examination unless he/she attended 75% of the classes. Teachers of the course are question-setters and examiners of their respective papers. The success of the candidates depends on marks secured by them. A candidate is required to obtain 33% marks in each theoretical and practical paper to pass in the course Final Examination.

Successful candidates are graded into division. 60% marks in average are required to have passed in the First Division, 45% marks for second Division and 36% marks for Third Division. Certificates are, thus, awarded to successful candidates.

Courses Conducted by the EPLA During Pre-Independence Period (1958-1970)

The East Pakistan Library Association thus conducted fifteen Certificate Course at undergraduate level till the independence of Bangladesh with an output of 170 successful trainees as sub-professional library personnel. A table showing the output of the course between 1958 and 1970 is depicted in table-II.

Table- II

Courses conducted by the EPLA during pre-independence period of Bangladesh (1958-70).⁶²

Year	No. of courses	No. of enrolment	No. appeared	No passed	%
1958	1st	21	17	13	76.5
1961	2nd	22	12	10	83.3
1962	3rd	21	10	10	100
1963	4th	24	15	15	100
1964	5th	23	15	11	73.3
1964-65	6th	22	15	6	40
1965-66	7th	28	11	8	72.7
1966	8th	18	10	10	100
1967	9th	19	7	7	100
1967	10th	18	13	7	53.8
1968	11th	22	15	7	46.6
1968	12th	31	18	11	61.1
1969	13th	32	19	15	78.9
1970	14th	25	17	13	76.5
1970	15th	37	28	27	96.4
Total	15	363	222	170	

62. Abu Bakr Siddque, "Annual Report", in Some emergent problems of the book world in Pakistan : being proceedings of the seminar organised by EPLA and USIC ed. by M. Siddiq Khan and Ray Peppers (Dacca : EPLA, 1968), p. 122.

See also. The Eastern Librarian (Dacca: LAB, 1976), vol. X, p. 146.

See also. LAB Records : (i) Students' Attendance Registers.
(ii) Examinations' Result Sheets.

3:4 LIBRARY ASSOCIATION OF BANGLADESH AND EDUCATION FOR
LIBRARIANSHIP, 1971-1982

Post-Independence Period (1971-82)

A Fresh Outlook

In December 1971 after the birth of Bangladesh, the Association changed its name. The Executive Council of the former East Pakistan Library Association resolved in a meeting that the name of the Association should henceforth be "(Bangladesh Granthagar Samity), Library Association of Bangladesh (LAB)" and all its assets and liabilities be taken over by the Association under its new name. Henceforth, the LAB acted as a national association.

The Association resolved in a meeting held on December 23, 1971 expressing its heartfelt joy at the birth of independent and sovereign state of Bangladesh and offered to the Government and the people their full support and cooperation in the building and reconstruction activities of the new state especially in the fields of education, learning, culture and knowledge. At the same time, the Association offered its deep condolences to the martyrs who had laid their lives for the liberation of their motherland and greeting to the survivor heroes.⁶³

In view of the political change in the country, the Association set-up a sub-Committee for making necessary amendments and corrections in the constitution of the Association and to place them subsequently for ratification before the general body of the Association.

63. The Eastern Librarian (Sep-Dec., 1971), vol. VI, nos. 1-2, p. 37,

The Association also undertook a survey to prepare a case for submission to Government of Bangladesh for rehabilitation and reconstruction of libraries of Bangladesh which incurred losses during the campaign of genocide and destruction launched by the Pakistan Army.⁶⁴

Sixteenth Certificate Course (1972)

After a gap of one year in 1971 during the war of liberation, the Association started its sixteenth certificate course in 1972 for the first time in independent Bangladesh with much encouragement and zeal. To meet the war destruction and to cope with the reconstruction in all fields including education and library services in a new born state, the demand for trained library personnel and the inflow of students for training in librarianship had been increased. Librarians for small libraries and sub-professional level of library service which consists of Cataloguers, Classifiers, Reference and Reading Hall Assistants and so on had to depend solely on the output of the certificate course. The number of seats for trainees was fixed to fifty. Thirty two students enrolled themselves in the sixteenth course in 1972. Among them 25 appeared and 19 came out successful. The course was continued with great hardship in an war-torn independent state.

The Library Association of Bangladesh derived its meagre funds from the nominal annual subscription (Tk. 3/-) of its handful of members, student fee of Tk. 50/- (consolidated) per head, and it had no habitation of its own. The Association had been conducting classes of the Certificate Course in Library Science in a

64. Ibid. p. 38.

crammed room of the Bangladesh Central Public Library, Dhaka. Teachers of the Course had been working without remuneration since the inception of the course in 1958. Both the teachers and the students of the course used text and tool books on loan from the Bangladesh Central Public Library, USIS Library, British Council Library and Dhaka University Library. Even the copies of the books available in all these libraries taken together are not sufficient in number to meet their needs. With a view to meeting the increased demand of sub-professional manpower in the libraries of a new-born state, the Association in consonance with clause 9(h,i,j)⁶⁵ of its constitution permitted to start Certificate Course to its regional affiliated association at Rajshahi Division in 1973 inspite of all these odds and difficulties.

Library situation in the new-born state of Bangladesh warrants the necessity of congenial atmosphere to improve the prevailing condition of library education and library services. So, in accordance with the recommendations of the constitution Amendment Sub-Committee, the General body of the Association revised the constitution in its fourth annual general meeting held in 1976. In view of revised constitution of the LAB, the following objectives were adopted :

- a. Promotion of library service to the people of the country.
- b. Provision and promotion of facilities for training for librarianship and of research in library science.
- c. Co-operation with libraries, library organizations and with such Associations as may have similar aims and

65. LAB. Constitution and Bye-Laws (Dacca; 1976), p. 4.

objects in and outside the country, in furtherance of the cause of service to the people in the field of librarianship and

- d. Improvement of the status and service conditions of the library personnel.⁶⁶

Revision of Course Procedures

To fulfil the above objectives and to elevate the 'Library Training Programme', the LAB laid stress on the objective relating to course for training in librarianship as mentioned in 'b' and in consonance with this objective, the Association amended the relevant Section 9(j) of the constitution through its Bye-laws no. 6 and 7 of constitution as follows :⁶⁷

6. Training Course — vide Section 9(j) :

- i. The Council of the Association shall instituted and conduct training course (s) in librarianship, hold examination, and issue successful candidates certificates which must show the attendance of the trainees, mark scored, and grades obtained by them. There shall be three grades; 1st, 2nd and 3rd.
- ii. The Course shall be conducted by a "Board of Library Education" to be appointed by the Council. The Board will be headed by a Chairman and not more than six other members including a Secretary. The Council shall, on the recommendation of the Board, fix the syllabus of the course, appoint teachers and such other officers and staff as may be necessary for proper functioning of all affairs of the course (s). The Board shall subject to regulation framed by the Council, conduct instructions, as per syllabus, tests, and examinations and assess the performance of trainees for gradation, and report to the Council results of each test and examination. The Certificate shall be in such form as the Council may direct and shall be signed by the President and Secretary of the Association.

66. Ibid. p. 1.

67. Ibid. pp. 12-14.

Section 9(j) reads as : "To conduct a course or courses of training in librarianship".

- iii. Higher Secondary Certificate will be the least qualification for admission to the course on the basis of a written admission test.
- iv. The members of the Board may, as well, be teachers of the course except at least two of them whose duty shall, *inter alia*, be the moderation of question papers and examining the scripts after they have been examined by the respective teachers. If there happens to be no non-teaching member on the Board or one only, the Board will co-opt one/two non-teaching members for the above purposes.
- v. The terms of the Board shall be two calendar years and unless re-appointed by the Council, their term will automatically stand terminated.
- vi. Fees once paid shall not be refundable except any refundable fees.
- vii. The Council shall, on the recommendation of the Board, make regulation for :
 - a. The admission of students,
 - b. The conduct of teaching, tests and examinations,
 - c. The grant of certificates,
 - d. The fixing of fees payable to the Treasurer for admission to the course, tests, examinations, for tuition and for grant of certificates.

7. Training Course of Affiliated Association — vide Section 9(j) :

- i. An affiliated association may be permitted to conduct a course of training under the following conditions :
 - a. The affiliated association shall apply for permission to institute a course and statement of the venue of the course, the names of probable teachers subject by subject with their qualifications and experience, the library or libraries which will be utilised for practical work of the trainees and such other particulars as may be necessary or required from them for consideration of feasibility.
 - b. The affiliated association undertakes to follow the syllabus of the national Association.
 - c. The affiliated association presents the candidates for the final examination conducted by the national Association and does not itself conduct any such examination nor certificates on the basis of it.

- d. The affiliated Association charges the same fees as fixed by the national Association and remits to the national Association the amounts realised as membership fees and also examination fees for as may be presented for the examination.

In view of these objectives, the Association submitted its revised development plan to the Government in 1976 while its twentieth certificate course was going on. Then the Government of Bangladesh was pleased to grant an annual subsidy of Tk. 66,000/- for library Training Institute.⁶⁸ Which encouraged and created a new phase of development in the management of Certificate Course in librarianship conducted by the Library Association of Bangladesh.

The Library Training Institute is accommodated in a spacious room of the new building of the Bangladesh Central Public Library, Shahbagh, Dhaka. The annual subsidy for the management of the course is sanctioned by the Ministry of Education (Sports and Cultural Division) in the name of the Secretary, Library Training Institute, who is also the Secretary of the Course/^{as}well as Secretary of the Association.

In pursuance of the Bye-Laws no. 7 of the constitution, the LAB permitted to start certificate course by its another affiliated Association at Khulna from the 26th certificate course in 1979. Accordingly, the LAB also permitted to start 'Basic Librarianship Course' for Junior Commissioned Officers of Army Education Corp at Dhaka Cantonment Library since 1982.

68. LAB Records. Development project, February 1976.

The LAB thus conducted fifteen courses (Table-III) after independence of Bangladesh.⁶⁹

Table - III

Courses conducted by the LAB during post-independence period of Bangladesh (1972-82)

Year	No. of courses	No. of enrolment	No. appeared	No. passed	%
1972	16th	32	25	19	76
1972	17th	43	34	27	79.4
1973	18th	34 20 R	22 14 R	13 12 R	69.4
1974-75	19th	30 23 R	20 17 R	13 14 R	72.9
1975-76	20th	37 31 R	28 27 R	18 21 R	70.9
1976	21st	28 26 R	27 25 R	19 22 R	78.8
1977	22nd	47 25 R	35 22 R	23 16 R	68.4
1978	23rd	50 19 R	36 18 R	32 18 R	92.5
1978	24th	46 24 R	34 22 R	16 18 R	60.7
1979	25th	48	40	26	65
1979	26th	43 20 R 21 K	42 20 R 18 K	31 16 R 15 K	77.5
1980	27th	38 7 R 12 K	20 6 R 12 K	13 3 R 11 K	71
1981	28th	39 9 K	22 9 K	15 9 K	77.4
1981-82	29th	35 14 R 12 K 10 A	26 14 R 11 K 10 A	18 5 R 11 K 10 A	72.1
1982	30th	40 16 R 12 K 9 A	24 15 R 10 K 9 A	21 10 R 8 K 9 A	82.7
Total	15	900	714	532	

Note : R = Rajshahi, K = Khulna, A = Army (special course).

It is found from the study of the East Pakistan Library Association (EPLA) and later the Library Association of Bangladesh (LAB) that since the institution of a regular undergraduate Certificate Course in 1958, the EPLA conducted 15 courses and the LAB in continuation conducted another 15 courses by 1982. Thus the Library Association produced 702 sub-professional manpower (Tabs. II and III) in 30 batches by dint of its sincere endeavour in the midst of various hindrances and shortcomings. The LAB contributed to a great extent towards the growth and progress of library education and library services in the country within its limited resources. LAB deserves credit in producing sub-professional personnel to meet the increasing demands of libraries in this newly developing country by the efforts of its energetic members and veteran practising librarians as office bearers who had genuine and active interest in the growth and development of libraries and library education in Bangladesh.

3:5 BANGLADESH LIBRARY COUNCIL AND EDUCATION FOR
LIBRARIANSHIP, 1972-1979

During the later part of Pakistani regime, some of the senior practising librarians of special libraries in East Pakistan the felt/necessity of a common platform by forming a Special Library Association to advance the cause of special libraries in Pakistan. With this end in view the special libraries in their general convention held on 23rd February, 1968, Dacca, formed an association styled 'Pakistan Special Library Association (PSLA)'. Among other things, the following aims and objectives were embodied in the constitution.⁷⁰

- i) To advance the cause of special librarianship
- ii) To promote research work and render abstracting, indexing and bibliographical services in the country
- iii) To extend specialized training facilities to library personnel of Pakistan.

After independence it renamed as 'Bangladesh Library Council (BLC)'
Certificate Course of Bangladesh Library Council.

The Bangladesh Library Council started its First Certificate Course in Librarianship at undergraduate level in 1972 in a rented room of a local college. The trainees are taught by the senior librarians mostly from among the members of the Executive Council without any remuneration.

In view of the aims and objectives of the constitution the courses of studies were :⁷¹ Library administration and organization,

70. PSLA, Constitution. pp. 5-6.

71. Bangladesh Library Council Records.

Classification (theory), Cataloguing (theory), Bibliography and Reference, Indexing and Abstracting, Classification (practical), Cataloguing (practical).

The requisite qualification for admission to the course was H.S.C. but it was relaxable for S.S.C. holder who worked in a library for at least two years. The duration of the course was six months and was held once a year. Accordingly ten students got themselves admitted into the first course in 1972. The Library Council, thus, in all conducted nine courses from 1972 to 1979 as shown in table - IV.⁷²

Table - IV

Courses conducted by the BLC (1972-79).

year	No .of Course	No. admitted	No. appeared	No. passed
1972	1st	10	10	10
1973	2nd	15	13	12
1975	3rd	20	18	15
1976	4th	21	20	20
1977	5th	16	15	15
1977	6th	28	25	23
1978	7th	24	20	20
1978	8th	18	15	15
1979	9th	13	10	10
Total	9	165	146	140

It shows that during the years (1972-1979) the Library Council produced 140 sub-professional personnel in nine courses. They all are engaged in different libraries of Bangladesh but the course is postponed after 1979.

72. Ibid.

CHAPTER - 4

EDUCATION FOR LIBRARIANSHIP IN BANGLADESH
AT POST-GRADUATE LEVEL, 1959-1982

4:1 LIBRARY SCIENCE EDUCATION AT POST-GRADUATE DIPLOMA
LEVEL IN THE UNIVERSITY OF DHAKA, 1959-1962

IMMEDIATELY after the institution of the Certificate course in Library Science in 1958 by the then East Pakistan Library Association (Now Library Association of Bangladesh), as described in the preceding chapter, it was felt that a higher academic course in the subject was necessary in order to raise the standard of libraries and librarians. Mr. M. S. Khan, Librarian, Dacca University, who was also the Director of Certificate Course in Library Science made a proposal to start a Post-graduate Diploma programme in Library Science in the University of Dacca. Due to his initiative and untiring efforts, the Diploma Course in Library Science was instituted for the first time by the Dacca University in the academic session 1959-60¹. Mr. M. S. Khan became the head of the course.

1. Dacca University, Annual Report, 1959-60 (Dacca : University of Dacca, 1960), p. 38.

Provision of the Institution of the Diploma Course

The provision of the institution of the post-graduate Diploma Course in Library Science, as provided in the Dacca University Ordinance and Regulations in 1960, Chapter-XXV-A, Part-XV, are as follows.:

1. Diploma shall be called 'Diploma in Library Science'.
2. The minimum qualifications for the admission into the course shall be: a degree of Bachelor of Arts, Science or Commerce of the University of Dacca or any recognised University.
3. Not more than 25 students will be admitted at one time (this number is now raised to 100).
4. The duration of the course shall be one academic year (from July to June).
5. The medium of instruction and examination shall be English (now it may be either Bengali or English according to the wishes of students).
6. Courses shall be under the supervision and control of the Faculty of Arts and the Librarian of the Dacca University (now Chairman of the Department) shall be in charge of the course.
7. Classes shall be held according to the time-table notified. Sundays (now Thursday and Friday) and University holidays shall be observed as holidays.
8. The examination shall be both written and practical in accordance with the syllabus. The paper-setters and examiners shall be appointed by the Academic Council of the University on the recommendation of the Librarian (now Chairman). The examination shall commence at such time as the Executive Council shall determine from time to time.

9. The subjects of the course and distribution of marks shall be as follows:²

<u>Subjects</u>	<u>Marks</u>
<u>Part I</u>	
Course I : The History, Principles and Practices of Librarianship (including aspects of Librarianship in the orient).	
Paper I : History of Libraries from earliest time till 1940 (theoretical)	100
Paper II : Libraries from 1940 to present date (theoretical)	100
Course II : Organization of Library Materials	
Paper I : Classification (theoretical)	100
Paper II : Cataloguing and Indexing (theoretical)	100
Paper III: Classification, Cataloguing and Indexing (Practical)	100
Course III: Bibliography, critical and descriptive including a history of printing, modern book production and compilation of bibliography (theoretical)	100
Course IV : Library Administration and Organization (theoretical)	100

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2. Dacca University, The Calendar : Univerity Ordinance, Statutes, Ordinances and Regulation, 1961 (Dacca : University of Dacca, 1969), p. 203.

Course V	: Reference work and Book Selection (including subject bibliography) (theoretical)	100
Course VI	: Archives and Palaeography :	
	Paper I : Archives and preservation of books (theoretical)	100
	Paper II : Palaeography : Forms and handwriting of MSS and document	
	either	
	Group A : Islamic group language viz. Arabic and Persian (theoretical)	100
	Or	
	Group B : i) Bengali and Sanskrit Section - A	50
	ii) Devnagari Section - B	50

Part II

A bibliography or a five thousand words dissertation to be compiled by the candidate during the session including the two months vacation after written examinations, working in the library under the guidance of one of the teachers of the course. The bibliography or dissertation has to be submitted on or before the last working day of the academic session which he or she takes the written examinations. The bibliography will carry 100 marks (now the dissertation is prescribed for the final M.A. Course).³

3. Ibid. pp.232-35.

See also. Dacca University, Syllabus for the library science course for the session 1959-60 (Dacca : University of Dacca, 1959).

Course Procedures and Teaching Methods

The announcement of the institution of Post-graduate Diploma Course in Library Science from the session 1959-60 in the University of Dhaka was indeed a landmark in the history of education for librarianship in Bangladesh. The opening of the Diploma Course in Library Science was highly responded. According to prescribed syllabus the following course procedures were mentioned:

The minimum number of marks required to pass the examination shall be 40 percent in each paper, (now 25%) and 50 percent (now 36%) in the aggregate.

Candidate who obtains 70 percent (now 60%) of the marks shall be declared to have been placed in First Division, 60 percent (now 45%) in the Second Division and the rest of successful candidates to have been placed in the Third Division.

No candidate shall be allowed to appear at the examination unless he has ; (a) Produced a certificate from the Librarian (now Chairman) to the effect (i) that he has completed the prescribed course of training, (ii) that he has attended not less than 75% of the lectures, (iii) that he is a fit person to be admitted to the examination. (b) Paid the fee for the course in full to the Registrar. Provided that shortage of percentage of attendance at lectures may be

condoned for very special reasons by the Vice-Chancellor on the recommendation of the Librarian (now Chairman).

A candidate who fails to pass or present himself for the examination shall not be entitled to refund of the fee; but such a candidate may be permitted to appear at the examination on a subsequent occasion within three years of his completing the course on payment of the examination fee.⁴

Teaching Staff

The course was scheduled for a full academic session and the range of the subject was wide. Due to shortage of full-time teachers in the subject the classes were held in the evenings and the following were appointed part-time teachers, on an honorary basis, by the Dacca University :

1. Mr. M. S. Khan, Librarian, Dacca University
2. Mr. Ahmad Husain, Librarian, East Pakistan Central Public Library, Dacca
3. Mr. J. A. Hulbert, Director of Library Service, USIS, Dacca
4. Miss Katherine S. Diehl, Fulbright Library Grantee, Head of the Library Science Department, College of Education, University of Tennessee, USA (Library Expert)
5. Mr. A. R. Mirdah, Assistant Librarian, Dacca University
6. Mr. A. E. M. Shamsul Haque, Keeper of Records and incharge, East Pakistan Secretariat Library, Dacca
7. Br. A. H. Dani, Department of History, Dacca University
8. Dr. S. M. Imamuddin, Department of Islamic History and Culture, Dacca University
9. Dr. Ahmad Sharif, Department of Bengali and Sanskrit, Dacca University
10. Mr. M. C. Chanda, Chief Cataloguer, Dacca University
11. Mr. M. A. Samad, Cataloguer, Dacca University
12. Miss Anna Mary, Fulbright Library Grantee, Reference Librarian, University of Maryland
13. Miss Mary A. Brebner, Librarian, British Council, Dacca⁵

4. Dacca University, The Calendar, op. cit. pp.233-35.

5. Dacca University, Annual Report 1960-61, pp.38-39.
See also. Dacca University Registrar's Office Record.

First Diploma Course (1959-60)Enrolment of students.

A large number of students applied for admission into the Diploma Course but only nineteen candidates, after passing written examination on language, literature, culture, history, library and other allied topics based on Arts subjects and general knowledge and oral examination, were allowed to enrol themselves for this first session. The medium of instruction was in English and the session continued for full academic year (July-June) as provided in the provision of the Diploma Course mentioned earlier.

Success of the course.

Ten students, after completion of the course by one full academic year (July-June), appeared at the examination and all of them came out successful.

Fulbright Library Grantee, Miss Katharine S. Diehl needs to be specially remembered for it was she who alone taught three major subjects of the first Diploma Course. Her services proved to be extremely valuable and enabled the completion of first Year's (1959-60) teaching work on the Diploma Course in Library Science successfully.

The success of the course not only created the first batch of professionals trained in librarianship in the country but

also encouraged the University authority to continue the the course in the next session. The other aid giving agencies also increased their support in conducting the next course.

Second Diploma Course (1960-61)

Enrolment of students.

The second Diploma Course in Library Science during the session 1960-61, commenced from 20th September, 1960 and continued upto June, 1961. As before, the Asia Foundation's financial assistance made it easier to run the course. According to admission procedure, twenty-four students were enrolled during the session. Although the teaching was intensive and the load was heavy for the students who were mostly whole-time office workers, displayed considerable enthusiasm and industry.

Management of the Course.

The aids received from foreign sources during the session 1960-1961 from different organizations is shown in Table - I.

Table - I

Aid received for the Diploma Course from foreign sources during the session 1960-61.

Name of organization from or through whom aid has been received	Kinds of aid received	Remarks
1. The Asia Foundation, Dacca	a. Money grant of Rs.2,360/- for financing the expenditure on the Diploma course in Library Science b. One microfilm cameras, two microfilm readers, and other microfilm equipment, chemicals etc. to the value of Rs.22,078/- c. Books and periodicals	Under the Fulbright grant 1960-1961.
2. United States Educational Foundation, Karachi.	The services of Miss K.S. Diehl, Head of the Library Science Department, College of Education, University of USA (Library Expert)	Under the Fulbright grant 1960-1961.
3. Government of UK under the Technical Co-operation scheme of the Colombo Plan	Books and Periodicals	
4. The British Council	Books and Periodicals	
5. U S I S, Dacca	Books and Periodicals	
6. British Information Service, Dacca	Periodicals	
7. The Iranian Embassy in Pakistan, Karachi	Books and Periodicals	
8. US Atomic Energy Commission, New York	Periodicals. ⁶	

6. Dacca University, Annual Report 1960-61, pp.38-39.

Teaching of the Course.

In the second year of the course Miss K.S.Diehl continued as a Fulbright Grantee attached to University Library. As in the previous year, she carried a large share of burden of the teaching. Other librarians who also assisted in teaching on the course were Messrs. J.A.Hulbert, Ahmad Husain, A.E.M. Shamsul Haque and A.R.Mirdah. The Librarian of the University, Mr. M.S. Khan, served as Director-Teacher of the course.

Success of the Course.

Out of twenty-four students enrolled for the session fifteen appeared in the examination and twelve came out successful⁷.

Third Diploma Course (1961-62)Teaching of the Course.

During the third Diploma Course the United States Educational Foundation arranged for the services of Miss Anna Mary Urban, Reference Librarian, University of Maryland. Other teachers were Miss Mary A Brabner of the British Council, Messrs. J.A.Hulbert of USIS (Dhaka), Ahmad Husain, Officer on Special Duty, Directorate of Education, Government of East Pakistan, A.E.M. Shamsul Haque, Keeper of Records, East Pakistan Secretariat Library, S.M.Imamuddin, Ahmad Sharif, and Santosh Kanta, respectively of the Department of Islamic History and Culture, Bengali and Sanskrit, Dacca University, A.R.Mirdah and K.A.M. Shamsul Huda Mia of Dacca University Library⁸.

7. Ibid. p.38.

See also. Dacca University, Registrar's and Controller of Examinations Office Records.

8. Dacca University, Annual Report 1961-1962. p. 58.

Enrolment and success of the students and the course.

Twenty-five students were admitted to the course but only eighteen of them continued. Seventeen appeared in the examination held in July 1962 and fourteen came out successful.⁹ Almost all the successful students on this course was absorbed in library services in the country.¹⁰ It needs to be mentioned here that the syllabus of the post-graduate Diploma Course, shown earlier, was drawn on the model of syllabus of post-graduate Diploma Course in Librarianship in the University of London.

9. Ideam. Diploma Examination Result Sheet, 1962.

10. Ideam. Annual Report 1961-1962, p. 58.

4:2 LIBRARY SCIENCE EDUCATION AT MASTER'S DEGREE LEVEL--
A DEPARTMENT IN THE UNIVERSITY OF DHAKA, 1962-1982

A. Pre-Independence Period (1962-70)

Master's Degree Course.

The Diploma programme, thus introduced in 1959, produced a good number of trained librarians who in turn made significant improvement in library science in the country. This encouraged Mr. Khan, the Head of the Course, to submit a proposal for teaching of librarianship as one of the regular courses of studies of the university. The proposal, among others, included a further one year course leading to the Master Degree in Library Science. The scheme was accepted by the University of Dhaka in 1962. The Masters! course was started from the session 1962-63. The University authority also decided to open a Department of Library Science as soon as sufficient trained and qualified personnel were available on full-time basis.

In order to achieve this objective two Diplomates of this course were sent to USA to pursue further studies leading to Master's in Library Science. Duly selected by the University, their studies were sponsored by the Asia Foundation and the USEF. One of them went to the University of Rutgers while the other received his training in Indiana University, U.S.A.

Both of them successfully completed their studies and joined the Department in the session 1964-1965. In the meantime, the Department of Library Science was formalized.

Provisions for Diploma and Master's Degree Courses in 1962

The University of Dacca approved¹¹ the institution of Master's Degree Course in Library Science from the session 1962-63 and made the following provision in the University Ordinances and Regulation (Chapter - XXIV, Part-XII) :

1. The course shall be split into two parts, leading to Diploma in Library Science (Dip. L.S.) (now D.L.Sc.) and Master's Degree Course in Library Science (MLS) (now M.A. in Library Science).
2. (a) A candidate shall not be admitted to the Diploma Course in Library Science unless he is a graduate in Arts, Science or Commerce of this University or of any other approved university.

(b) The candidate shall not be admitted to the Master's Degree in Library Science unless he is a holder of Diploma in Library Science of this university or of post-graduate Diploma or Degree in Library Science of any other recognized institution.
3. The intending students shall apply for admission to the Diploma or Degree Course in prescribed form.
4. The duration of each course shall be one academic year (July-June).
5. The medium of instruction and examination shall be English (now both English and Bengali).
6. The course shall under the supervision and control of Faculty of Arts and Librarian of the Dacca University (now Chairman) shall be in-charge of the course.

11. Dacca University, Syndicate Minutes dated 6.10.1962.

7. Classes shall be held according to time-table notified. Sundays and university holidays shall be observed as holidays.
8. The examination shall be both written and practical in accordance with the prescribed syllabus. The paper setters and examiners shall be appointed by the Academic Council of the University on the recommendation of the Faculty of Arts, Dacca University. The examination shall be held at such time as the Academic Council shall determine from time to time.
9. The subjects of the Course and distribution of marks shall be as follows :

(a) Diploma Course

<u>Course</u>	<u>Subject</u>	<u>Marks</u>
I	History of libraries of the world with reference to the orient	100
II	History of bookmaking including history of writing materials, printing, paper-making, binding, publication etc. with special reference to the orient	100
III	Organization of library materials :	
	Paper - I Classification (theoretical)	100
	Paper - II Cataloguing & Indexing (theoretical)	100
	Paper - III Classification, Cataloguing and Indexing (practical)	100
IV	Evaluation and selection of library materials. Philosophy and practice of building the library collection i.e. books, periodicals, documents, archives, pamphlets, micro-photography and other non-book materials	100
V	Library administration and Organization	100
VI	Use of books and libraries, reference tools and services, bibliographical aids, services to readers, types, organization covers general and subject areas.	100

- VII Two of the following groups:
- Group A
- Archives and preservation of books 100
- Group B (1)
- Palaeography : Forms, handwriting of MSS. and documents in the Islamic Group of languages, viz. Arabic and Persian 100
- Or
- Group B (2)
- Palaeography : Forms, handwriting of MSS. and documents in the Sanskrit group of languages, viz. Bengali, Sanskrit, Pali.

(b) Master's Degree

<u>Course</u>	<u>Subject</u>	<u>Marks</u>
I	Development in the field of librarianship from 1942 to present date. (Inter library loans, union catalogues, copyright, micro-photo and xerox copying, photo composition, mechanical translation etc. etc.)	100
II	Advanced cataloguing and classification (including treatment of non-book material, maps, photo records, micro photo graphic reproductions also archives & rare books)	200
III	Advanced Library Administration & Organization	100
IV	History and administration of special types of libraries	100
V	Bibliography, Abstracting and Documentation	100
VI	Advanced Reference and methods of Research Includes special attention of subjects literature, Government publications, current trends in research and reference, methods of investigation and research	100
VII	Guided Research Paper	100
VIII (A)	Practical work in approved libraries under the supervision of Department of Library Science	75
	(B) Viva-Voce examination ¹²	25

No major change took place in the syllabi of the on-going Diploma Course except that the requirement to compile a bibliography or writing a dissertation was deleted.

¹². Dacca University, The Calendar : University Ordinance, Statutes, Ordinance and Regulations (Dacca : University of Dacca, 1969), pp.229-232.

Teaching Procedures (1962-1970)

Fourth Diploma and First Master's Degree Course, 1962-63

Besides the teaching of the Diploma Course in Library Science for the fourth consecutive session 1962-63, the teaching of the First Master's Degree Course in Library Science in the University of Dacca was also started under the able guidance of Mr. M.S. Khan, Librarian, Dacca University. The number of seats for Diploma students had been raised from twenty-five to thirty and the same for Master's Degree Course was fixed at twenty.

Enrolment of students.

Twenty-five students were admitted to the Diploma course and nineteen students were enrolled for the Master's Degree Course.¹³

Teaching of the Courses.

The shortage of qualified teaching staff was met by the voluntary services of eminent librarians available in Dhaka and qualified ex-students of the Diploma Courses. The Asia Foundation continued to support the teaching of library science and placed the services of Prof. C.C. Moreland, a distinguished American Librarian, at the disposal of the university for two sessions. Other teachers during the

13. Dacca University, Annual Report 1962-63, p.40.

session, were Mrs. M.A.Thronhill, Librarian, British Council, Dacca; Messers J.A.Hulbert, Director of Library Services, USIS, Dacca; Ahmad Husain, Officer on Special Duty for Library Development, Education Directorate, Government of East Pakistan, A.E.M.Shamsul Haque, Keeper of Records to the then Government of East Pakistan; S.M.Imamuddin, Reader, Department of Islamic History and Culture, Ahmed Sharif and S.C.Kanta, Lecturers, Department of Bengali and Sanskrit, Dacca University; A.R. Mirdah and K.A.M. Shamsul Huda Mia, Assistant Librarian and Junior Assistant Librarian, Dacca University; and A. Sayeed, Senior Cataloguer, Dacca University Library.¹⁴

Examinations.

Out of twenty-five students twenty-two appeared in the Diploma examination held in July-August 1963 and eighteen came out successful. On the other hand, out of nineteen students of the first batch of Master's Degree Course fifteen appeared in the examination at the end of the session and all of them came out successful including one, placed in the First Class.¹⁵

The beginning of Master's Degree Course in the University of Dhaka during the session 1962-63 was really a bold step towards the development of library education by raising the standards of librarians both qualitatively and quantitatively and creating a class of librarians capable of building and administering well-equipped library system.

14. Ibid. p.41

15. Dacca University, Library Science Examination Result Sheet, 1963.

Fifth Diploma and Second Master's Degree Course, 1963-64

The teaching of the Fifth Diploma and Second Master's Degree in Library Science sponsored by the University were completed during the session 1963-64. The services of the same batch of teachers of previous session including that of Prof. C.C. Moreland were continued. The Asia Foundation also continued its support. It was hoped that the institution of the Department of Library Science in the University of Dacca will lead to the turning out a good number of librarians in future years to meet the great demand for trained and qualified library personnel.¹⁶

During the session, students numbering thirty were admitted into the Diploma and sixteen were admitted in the Master's Degree Course. Twenty and nine of them appeared in the Diploma and Master's Degree examinations respectively. Nineteen and eight candidates came out successful in the Diploma and Master's Degree examinations respectively including three who were placed in the First Class in the Master's Degree examination held in 1964.¹⁷

16. Dacca University, Annual Report 1963-64. pp.40-41.

17. Ibid. p.40

See also. Dacca University, Library Science Examination Result Sheet, 1964.

Sixth Diploma and Third Master's Degree Course, 1964-65

The remarkable development in the history of library education in Bangladesh was the opening of a full-fledged 'Department of Library Science' in the University of Dhaka from the session 1964-65 under the Faculty of Arts with Mr. M. S. Khan as Head of the Department. With the addition of Mr. Vincent J, Aceto, Fulbright Lecturer in Library Science and joining of Messrs A.K.M.Shamsul Alam and A.F.M.Fazle Kabir as full-time lecturers after their return from USA strengthened the teaching standard of the Department.

The total number of students in Diploma and Master's Degree classes increased to 55 against 46 of previous session. Six Library Science in-service training stipends of the value of Rs.75.00 each per month tenable for nine months were awarded to the selected students during the session. The fund was provided by the Asia Foundation. Out of twenty-five candidates twenty passed in the Diploma examination. Ten candidates, out of eleven, came out successful in the Master's Degree examination and of whom two secured First Class.¹⁸

18. Dacca University, Library Science Examination
Result Sheet, 1965.

Seventh Diploma and Fourth Master's Degree Course, 1965-66

Forty-two applicants out of 86 and 20 out of 30 applicants were admitted to the Diploma and Master's Degree Courses in Library Science respectively. Thus in this session there was an increase of 5 seats in the Master's Degree Course over those of 1964-65 and the total number of students was 60 against 55 of the previous session.¹⁹

Mr. T. J. Maughan, Librarian, British Council Library, Dacca joined the department as part-time lecturer and taught Public Library Administration. When Mr. Maughan proceeded on leave Mr. Shamsul Alam, Librarian, National Institute of Public Administration (NIPA) joined the department as part-time lecturer in his place.

Out of thirty one candidates, twenty came out successful in the Diploma Course. Sixteen candidates appeared in the Master's Degree examination and all of them came out successful. Of whom three were placed in the First Class.²⁰

19. Idem. Annual Report 1965-66, p.61.

20. Idem. Library Science Examination Result Sheet, 1966.

Eighth Diploma and Fifth Master's Degree Course, 1966-67

Forty two students were admitted in the Diploma and twenty students were admitted in the Master's Degree Course.²¹

The session was 'characterized by continued progress of the department'. Class-room teaching and guided research undertaken by the M.A. students was completed satisfactorily. Mr. Majhar Bari Khan, a part-time lecturer proceeded to England for higher studies. In his place Mr. S.S.M.A. Khorsani joined the department as a part-time lecturer. Mr. Nurul Haque was appointed part-time lecturer of Archives in place of Mr. A.E.M. Shamsul Haque.

Out of twenty-four, twenty came out successful in the Diploma Course and fifteen out of eighteen came out successful in the Master's Degree Course, two being in the First Class.²²

Ninth Diploma and Sixth Master's Degree Course, 1967-68

Forty-five students for Diploma and fifteen students for Master's Degree Course in Library Science were admitted.

Mr. P.H. Cox joined as part-time lecturer in place of Mr. T. J. Maughan.²³

Thirty out of thirty-nine, passed the Diploma and all the candidates passed the Master's Degree Course.²⁴

21. Dacca University, Annual Report 1966-67, p.67.

22. Idem. Library Science Examination Result Sheet, 1967.

23. Idem. Annual Report 1967-68, p.68.

24. Idem. Library Science Examination Result Sheet, 1968.

Tenth Diploma and Seventh Master's Degree Course, 1968-69

There was a great rush for admission to both Diploma and Master Degree courses during the session. This was due to increasing of the number of seats to 50 & 30 in the Diploma and Master's Degree in Library Science respectively and the equating of some posts of librarians in the major Government colleges to Gazetted status. The award of the Asia Foundation stipends to the Diploma students @ Rs.100.00 per month for ten months and five stipends to Master's Degree students @ Rs.125.00 per month for ten months. Out of a large number of applicants, 50 and 30 students were admitted respectively during the session.²⁵

A new post of Senior Lecturer (now Asstt. Professor) was created and Mr. Mazhar Bari Khan, after his return with Master's Degree in Librarianship from UK was appointed to this post.

Thirty-two out of forty-one candidates passed the Diploma and all the twenty-nine candidates passed the Master's Degree examination of which one secured First Class.²⁶

Eleventh Diploma and Eighth Master's Degree Course, 1969-70

Fifty students were admitted in the Diploma and twenty-seven students were admitted in the Master's Degree Course in Library Science during the session.²⁷

Twenty-nine, out of forty-four, passed the Diploma and twenty-one, out of twenty-three passed the Master's Degree examination of which two secured First Class.²⁸

25. Idem. Annual Report 1968-69, p.62.

26. Idem. Library Science Examination Result Sheet, 1969.

27. Idem. Annual Report 1969-70, p.87.

28. Idem. Library Science Examination Result Sheet, 1970.

The overall teaching programmes of the Department during the session was satisfactory and the full course of teaching was completed smoothly. Hence, eleven Diploma and eight Master's Degree courses were completed during pre-independence period of Bangladesh from 1959 to 1970. The total number of professionally qualified Diploma (1959-70) and Master's Degree holders (1962-70) in Library Science of the University of Dhaka during the period is now shown in a consolidated form in table - IIA and table - IIB respectively.

Table - IIA

Professional output of Diploma Courses during pre-independence period (1959-70)²⁹

Academic year	No. of batch	No. of enrolment	No. appeared	Passed in Division			No. passed	%
				1st	2nd	3rd		
1959-60	1st	19	10	6	4	-	10	100
1960-61	2nd	24	15	-	5	7	12	80
1961-62	3rd	25	17	1	5	8	14	82.3
1962-63	4th	29	22	3	9	5+1(pass)	18	81.8
1963-64	5th	30	20	-	12	5+2(pass)	19	95
1964-65	6th	40	25	2	11	7	20	80
1965-66	7th	42	31	-	18	2+1(supl.)	21	67.7
1966-67	8th	42	24	-	11	9	20	83.3
1967-68	9th	45	39	1	12	17	30	76.9
1968-69	10th	50	41	-	20	12	32	78
1969-70	11th	50	44	-	16	13	29	65.9
Total		396	288	13	123	85+4	225	

29. Idem. Annual Reports 1959-1970.
See also. Idem. Library Science Examination Result Sheets, 1960-1970.

Table - IIB

Professional output of Master's Degree Courses during pre-independence period (1962-1970)³⁰

Academic year	No. of batch	No. of enrolment	No. appeared	Passed in Class			No. passed	%
				1st	2nd	3rd		
1962-63	1st	19	15	1	13	1	15	100
1963-64	2nd	16	9	3	3	2	8	89
1964-65	3rd	15	11	2	7	1	10	91
1965-66	4th	20	16	3	11	2	16	100
1966-67	5th	20	18	2	12	1	15	83.3
1967-68	6th	15	15	2	13	-	15	100
1968-69	7th	30	29	1	26	2	29	100
1969-70	8th	27	23	2	16	3	21	91.3
Total		162	136	16	101	12	129	

The library education at post -graduate Diploma and Master's degree level in the university of Dhaka has been continuing through revision and changes of its curricula concomitant to local needs. Gradual development of courses of studies, though mainly based on traditional librarianship, has been maintained. The department of library science of the university of Dhaka thus produced 354 (225 Diploma and 129 Master's Degree holders) professional librarians who in turn led the progress of library education and library services in Bangladesh.

30. Idem. Annual Reports 1962-1970.
See also. Idem. Library Science Examination Result Sheets, 1963-1970.

B. Post-Independence Period (1971-82)

Master's Degree Course in Library Science during post-independence Bangladesh, 1971-1982.

Twelfth Diploma and Ninth Master's Degree Course, 1970-1971 and 1971-1972.

Normal teaching activities in the education for librarianship in Bangladesh for the session 1970-71, originally scheduled to continue upto June 1971, was suspended during the war of liberation in 1971. Hence the twelfth Diploma and ninth Master's Degree course of the session 1970-1971 continued in the session 1971-1972.

Mr. A. K. M. Shamsul Alam, the then senior lecturer took the charge as Head of the Department due to the retirement of Mr. M. S. Khan.³¹ The number of seats in Diploma course was increased to 60 instead of 50, and 27 students were admitted to Master's Degree Course.³²

Due to the lapse of one full academic year of teaching programme of the university, the examination of 1971 was, therefore, held in 1972. Forty-seven and twenty-six candidates passed in the Diploma and Master's Degree courses respectively.³³

31. Dacca University, Annual Report 1970-71. p.74.

32. Idem. Office Record

33. Idem. Diploma and Master's Degree Examination Result Sheets, 1972.

Thirteenth Diploma and Tenth Master's Degree Course, 1972-73

The thirteenth Diploma and tenth Master's Degree courses in library science was a fresh and first admission in independent sovereign Bangladesh.

Seventy-six students were enrolled to the Diploma and forty-two were admitted to the Master's degree course.³⁴

Mr. Nasiruddin Ahmad, M.A.(Pol.Sc.), D.L.Sc., M.A.(Lib. Sc.) (Dac), Chief Librarian, Bangladesh Planning Commission was appointed part-time lecturer in the department. One permanent post of lecturer was created by converting two posts of part-time lecturers and Mr. Nasiruddin Ahmad was selected for the post.³⁵

During the session 1972-73, the syllabuses for Diploma and Master's Degree Courses in library science were changed.

The main outline of the syllabuses was as follows:

Diploma in Library Science³⁶

<u>Paper</u>	<u>Subject</u>	<u>Marks</u>
I	Sec. A. History of libraries of the world with special reference to the orient	50
	Sec. B. History of book and book production with special reference to the orient	50
II	Classification (theoretical)	100
III	Cataloguing (theoretical)	100
IV	Sec. A. Classification (practical)	50
	Sec. B. Cataloguing and Indexing (practical)	50
V	Evaluation and selection of library materials	100
VI	Library Administration & Organization	100

34. Idem. 52 Annual Report (in Bengali) 1972-73, p.63.

35. Idem. Registrar's Office Records.

36. Idem. Syllabuses for Library Science Courses for the session 1972-73 (Dacca: University of Dacca, 1972), pp.1-2.

VII	Use of books and libraries	100
VIII	Sec. A. Archives and preservation of books	50
	Sec. B. Palaeography: Forms and handwritings of MSS. and documents : one of the following groups :	50
	Group-I : Islamic group of languages viz., Arabic and Persian	
	Group-II : (a) Bengali and Sanskrit group of languages (b) Devnagari group of languages	
<u>Master's Degree in Library Science</u> ³⁷		

<u>Paper</u>	<u>Subject</u>	<u>Marks</u>
I	Development in the field of librarianship from 1940 to the present date	100
II	Sec.A. Advanced Classification -theoretic	50
	Sec.B. Advanced Cataloguing -theoretic	50
III	Sec.A. Advanced Classification -practical	50
	Sec.B. Advanced Cataloguing -practical	50
IV	Elective : One of the followings:	100
	(a) Academic Library Administration and Organization	
	(b) Public Library Administration and Organization	
	(c) Special Library Administration and Organization	
V	Bibliography, Documentation and Information Retrieval	100
VI	(a) Advanced Reference	50
	(b) Methods of Research in libraries	50
VII	Guided Research	100
VIII	(a) In-service training in any approved library for the minimum of one month	75
	(b) Viva-voce Examination	25

37. Ibid. Part II, pp.1-2.

The medium of instruction was both English and Bengali after independence. The class-room teaching of both Diploma and Master's Degree courses had been performed according to revised syllabuses. Tutotial and practical classes were held in the department. Dhaka University Library was mainly used as laboratory for practical purpose. The guided Research topic undertaken by the Master's Degree students had also been completed according to revised syllabuses during the session under the guidance of approved teachers.

The examination of this session, which was due in 1972, was held in 1973. Out of sixty-one candidates, forty-seven passed in the Diploma and all of twenty-six came out successful in the Master Degree course.³⁸ It can be mentioned that the results of the post-graduate Diploma examination in Library Science were declared in "Class" instead of "Division".

Fourteenth Diploma and Eleventh Master's Degree Course, 1973-74

Ninety students were admitted to the Diploma course and forty-one were admitted to the Master's Degree course.³⁹

Mr. A. K.M. Shamsul Alam, Head of the Department was elevated to the post of Associate Professor and appointed Chairman (former Head) of the Department for a term of three years according to the 'Dacca University Order, 1973'. Mr. A.F. M. Fazle Kabir left Bangladesh for higher studies (Ph.D. degree) in USA. Mr. Nasiruddin Ahmed joined the department as full-time

38. Dacca University, Library Science Examination Result Sheet, 1972 (held in 1973).

39. Idem. 53 Annual Report 1973-74 (in Bengali), p.75.

lecturer and Mr. Serwar Hossain, M.A. (Phil),(Dac), D.L.Sc. (London) joined the department as lecturer in the middle of the session.⁴⁰

The examination of 1973 was held in 1974. Fifty-three candidates appeared in the Diploma and out of them thirty-eight came out successful including two in the First Class. Twenty-three, out of twenty-six came out successful in the Master's Degree Course.⁴¹

Fifteenth Diploma and Master's Degree Course deferred, 1974-75

During the session 1974-75 one hundred students were admitted to the Diploma course.⁴²

Messrs Nasiruddin Ahmad and Serwar Hossain were elevated to the post of Assistant Professors. Mrs. Afifa Khaton, M.A. (Lib. Sc.),(Dac), joined the department as lecturer.⁴³

The Diploma examination of this session was held in 1975. Out of forty-four candidates, twenty-four came out successful of which one was placed in the First Class.⁴⁴

Owing to political disturbances and students' unrest and delay in the publication of Diploma examination results, the Master Degree course of this session was, deferred. So the Master Degree examination of 1974 was held in 1976.

M. Phil. course was instituted during this session (which will be discussed in the succeeding section) and necessary syllabus was approved by the authority.⁴⁵

40. Ibid. p.76.

41. Library Science Examination Result Sheet, 1973.

42. Idem. 54th Annual Report 1974-75, p.87.

43. Ibid.

44. Idem. Diploma Examination Result Sheet, 1974 (held in 1975).

45. Idem. 54th Annual Report 1974-75, p.87.

Sixteenth Diploma and Twelfth Master's Degree Course, 1975-76

During the session 1975-76 seventy students to Diploma and twenty-four students were admitted to Master Degree course.⁴⁶

Mrs. Afifa Rahman was appointed Assistant Professor on ad-hoc basis in the leave vacancy of Mr. A.F.M.Fazle Kabir. Messrs K.M.Saiful Islam and Madhab Chandra Dey joined the department as lecturers during this session. One Laboratory Instructor was appointed in this session to help the teachers in practical classes.⁴⁷

Thirty-four and seventeen students appeared in the Diploma and Master Degree examinations respectively held in 1976. Out of those candidates twenty-five passed in the Diploma and eleven passed in the Master Degree examinations.⁴⁸

Introduction of two year Master's Degree Course, (1975-76)

At the fag end of the session 1975-76, the University authority approved the introduction of M.A. Preliminary (1st year M.A.) Course with the institution of two year Master's Degree programme in Library Science as provided in the Dhaka University Syndicate minutes held on the 5th May, 1976. It reads as follows:

"Introduction to new course, nomenclature of subjects and approval of syllabus.

Considered : The nomenclature of the two years Master's Degree Course in Library Science as resolved by the Academic Council at its meeting held on 2-2-76 and approval of the syllabi of 1st part and 2nd part M.A. Course in Library Science.

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46. Idem. Department of Library Science, Attendance Register '75-76.
 47. Idem. 55th Annual Report 1975-76, p.87.
 48. Idem. Library Science Examination Result Sheets, Diploma Examination, 1975 and Master's Degree Examination, 1974 (held in 1976).

Resolved : That according to the recommendations of the Board of Advanced Studies (20-4-76) (a) as per recommendations of the sub-committee constituted by the Faculty of Arts (3-9-75), as recommended by the Faculty of Arts (18-1-76) that instead of one year M.A. Course, two year M.A. Course in Library Science be introduced from the session 1975-76. (b) That due to introduction of two year course in Library Science the Diploma in Library Science course be not disturbed and teaching in this course be continued as per existing rules and successful students of the Diploma in Library Science examination be admitted to 2nd year M.A. class in Library Science. (c) That the two years Master's Degree Course in the Department of Library Science be named as "Master of Arts". 1st year class be named as "Preliminary M.A." and the 2nd year class be named as "Final year M.A." (d) That the syllabi of the Preliminary and Final year Master's Degree for the session 1975-76 be approved⁴⁹

The Syllabuses of the Diploma and M.A. Classes for the session 1975-1976 were approved as follows:⁵⁰

Diploma in Library Science

<u>Paper</u>	<u>Subject</u>	<u>Marks</u>
I	History of books and libraries	100
II	Classification (Theory)	100
III	Cataloguing (Theory)	100
IV	Bibliography and Reference	100
V	Archives and preservation of library materials	100
VI	Library Administration	100
VII	Evaluation and selection of library materials	100
VIII	Practical and viva	
	(a) Classification	35
	(b) Cataloguing	40
	Viva-Voce	25

49. Idem. Syndicate minutes dated 5-5-1976.

50. Idem. Syllabuses for Library Science courses for the session 1975-1976.

M.A. Preliminary in Library Science

<u>Paper</u>	<u>Subject</u>	<u>Marks</u>
I	Social function of library	100
II	Classification and Cataloguing	100
III	Building Library Collection	100
IV	Bibliography and Reference	100
V	Any one of the following subjects:	100
	(a) Abstracting and Indexing	
	(b) Library Management	
	(c) Audio-visual aid in libraries	
VI	Practical and Viva-voce	
	(a) Classification	35
	(b) Cataloguing	40
	(c) Viva-Voce	25

M. A. Final in Library Science

I	Development in the field of Librarianship	100
II	Advanced Classification and Cataloguing	100
III	Advanced Bibliography and Reference	100
IV	Documentation and Information Retrieval	100
V	Library Administration and Organization:	100
	any one of the followings:	
	(a) The National Library	
	(b) The Public Library	
	(c) The Special Library	
	(d) The Academic Library	
	(e) The Medical Library	
VI	Guided Research	75
	Viva-voce	25

Seventeenth Diploma and Thirteenth Master's Degree Course, 1976-77

The session 1976-77 is indeed important in the history of development of library education in Bangladesh. It started with more vigour and enthusiasm with the introduction of M. A. Preliminary course.

Sixty-one students were admitted to Diploma, eleven students were admitted to M. A. Preliminary (first batch) and twenty-seven students were admitted to the M. A. Final year class.⁵¹

Mr. Nasiruddin Ahmad was appointed Chairman of the Department for a term of three years as per the Dhaka University order. Due to the opening of M. A. Preliminary course, the University authority felt the necessity to create one post of Associate Professor and one post of Assistant Professor. The post of Assistant Professor was filled by Mrs. Afifa Rahman, who was on ad-hoc basis against the leave vacancy of Mr. A.F.M. Fazle Kabir. Mr. K. M. Saiful Islam, lecturer, was appointed Assistant Professor in the leave vacancy of Mr. A.F.M. Fazle Kabir.⁵²

Sixteen, out of twenty-nine in Diploma, nine in M. A. Preliminary and twenty-two, out of twenty-four, in M. A. Final examinations came out successful.⁵³

51. Idem. Department of Library Science Attendance Register, 1976-1977.

52. Idem. 56th Annual Report 1976-1977, p.106.

53. Idem. Library Science Examination Result Sheets, 1977.

Eighteenth Diploma and Fourteenth Master's Degree Course, 1977-78

Sixty-one and twenty students were admitted to the Diploma and the M.A.Preliminary classes. The students who passed the M. A.Preliminary got themselves admitted to M.A.Final year class alongwith the Diploma holders. Thus twenty-one students were admitted to the M. A. Final year class.⁵⁴

Mr. M.A. Razzaque Sarkar, M.A.(Lib.Sc.),(Dac), a senior practising Librarian, Bangladesh Bank, Dacca, was appointed a part time lecturer in the department.⁵⁵

Thirty candidates appeared in the Diploma examination of 1977 held in 1978 of whom twenty-one came out successful. Seven, out of fifteen candidates, came out successful in the M.A.Pre-liminary examination. Seventeen candidates appeared in the M.A. Final examination in Library Science of 1976 held in December 1978 and January 1979. Out of them fifteen came out successful.⁵⁶

Nineteenth Diploma and Fifteenth M.A.(Final) Course, 1978-79

Ninety-seven students were admitted to the Diploma, twenty-five to M.A.Preliminary and twenty-five to M.A.Final year classes from amongst the successful M.A.Preliminary and Diploma holders.⁵⁷ They were taught according to revised syllabus discussed in chapter 6:2.

Fifty-four and nineteen candidates appeared in the Diploma and Master's Degree examinations held in 1979 and 1980 respectively. Out of those candidates forty-four passed the Diploma and eighteen in the Master's Degree examinations respectively.⁵⁸

54.Idem. 57th Annual Report 1977-78, p.74.

55.Ibid. pp.73-74.

56.Dacca University, Library Science Examination Result Sheets.

57.Idem. 58th Annual Report 1978-79, pp.79-80.

58.Idem. Library Science Examination Result Sheets.

Twentieth Diploma and Sixteenth Master's Degree Course, 1979-80

One hundred-fifty and twenty-five students were admitted respectively to the Diploma and M.A.Preliminary classes. Thirty students were admitted to M.A.Final year class from amongst the successful M.A. Preliminary and Diploma holders.⁵⁹

Mr. A.K.M. Shamsul Alam, Associate Professor, was again appointed Chairman of the department in accordance with the 'amendment of Schedule 36 of the Dacca University Order, 1973'.

Fifty-eight, out of seventy-one, came out successful in the Diploma examination held in 1980. Twenty-five candidates appeared in the Master's Degree examination of 1978 held in March-April 1981 and twenty-three of them passed in the examination.⁶⁰

Twenty-first Diploma and Seventeenth Master's Degree Course, 1980-1981

The next batch of twenty-first Diploma and the seventeenth and last batch (of this study) of the Master's Degree Course in Library Science, which continued upto 1982, started in the session 1980-1981.

During the session two hundred and forty-five students were admitted to Diploma and Master's Degree Courses respectively.⁶¹

One hundred and one candidates appeared in the Diploma examination of 1980 held in August 1981. Out of them sixty came out successful. Forty-two candidates appeared in the Final Master's Degree examination of 1979 held in April-May 1982 and thirty-five came out successful.⁶²

59. Idem. 59th Annual Report 1979-80, p.66.

60. Idem. Library Science Examination Result Sheets.

61. Idem. 60th Annual Report 1980-81, pp.41-42.

62. Idem. Library Science Examination Result Sheets.

Twenty-second Diploma Course, 1981-1982

The twenty-second Diploma course, the last batch of this study, was started during the session 1981-82. Two hundred and three students were admitted to the Diploma course.⁶³

Eighty-three, out of one hundred and thirty-three candidates, came out successful in the Diploma examination of 1981 held in August 1982.⁶⁴

According to repeal of '1977 amendment' which restored 'Schedule 36 of the Dacca University Order 1973', Mr. Serwar Hossain, Assistant Professor took the charge of the Chairman of the Department from 1st July 1982. Mr. S.S.M.A. Khorasani, M.A. (Lib.Sc.), Assistant Director, Central Public Library, Dhaka, was appointed part-time lecturer. Thus the position of teaching staff by 1982 stands as follows:

Table - III

The position of teaching staff of the Department of Library Science, University of Dhaka (1982).

Sanctioned post	No. of post	Name with qualifications
Associate Professor	1	A.K.M. Shamsul Alam, D.L.Sc., M.Com., LL.B., (Dhaka), M.S. (Rutgers).
Assistant Professor	4	Nasiruddin Ahmad, M.A. (Pol.Sc.), D.L.Sc., M.A. (Lib.Sc.), (Dhaka). Serwar Hossain, M.A. (Philo.), (Dhaka) D.L.Sc. (London).
Lecturer	4	Afifa Rahman, M.A. (Hist.), M.A. (Lib.Sc.) (Dhaka). K.M. Saiful Islam, M.L.S. (Karachi) Madhab Chandra Dey, M.A. (Hist), MA. (Lib.Sc.) (Dhaka). Two part-timers are working against vacant post of lecturers.

63. Idem. 61st Annual Report 1981-82, p.42.

64. Idem. Library Science Examination Result Sheets.

The study of education for librarianship at post-graduate level in the University of Dhaka shows that the following teachers acted as Heads/Chairmen of the Department from its inception (1959) to 1982 is shown in table-IV.

Table - IV

Heads/Chairmen of the Department of Library Science,
University of Dhaka (1959-1982)

Sl. no.	Name of Head/Chairman	Qualifications	Period	Remarks
1.	M. S. Khan	M.A.,B.L.(Rangoon)	July 1959- June 1972	Head
2.	A.K.M.Shamsul Alam	D.L.Sc.,M.Com., LLB. (Dhaka) M.S. (Rutgers)	July 1972- June 1976	Chairman (July 1973)
3.	Nasiruddin Ahmad	M.A. (Pol.Sc.), D.L.Sc.,M.A. (Lib.Sc.),(Dhaka)	July 1976- June 1979	Chairman
4.	A.K.M.Shamsul Alam	As sl. 2 above	July 1979- June 1982	Chairman
5.	Serwar Hossain	M.A. (Philo.) (Dhaka), D.L.Sc. (London).	July 1982- continues for 3 yrs.	Chairman

Library education at post-graduate level in the University of Dhaka produced a good number of Diploma and Master's Degree holders during post-independence period (1971-1982) and they are shown in table - VA and VB respectively.⁶⁵

65. Dacca University, Annual Reports 1970-1982.

See also. Idem. Library Science Examination Result Sheets, 1972-1982.

Table - VA

Professional output of Diploma Courses during post-independence period (1971-1982)

Academic year	No. of batch	No. of enrolment	No. appeared	Passed in Class			No. passed	%
				1st	2nd	3rd		
1970-71	12th	60	47	-	18	28	46	97.8
1971-72								
1972-73	13th	76	61	-	23	24+4	47+4	83.6
1973-74	14th	90	63	2	13	23	38	60.3
1974-75	15th	100	44	1	9	13+1	24	54.5
1975-76	16th	70	34	1	9	15	25	73.5
1976-77	17th	61	29	-	9	5+2	16	55.2
1977-78	18th	61	30	-	10	11	21	70
1978-79	19th	97	54	-	25	19	44	81.4
1979-80	20th	150	71	1	28	29	58	81.7
1980-81	21st	200	101	-	19	41	60	59.4
1981-82	22nd	203	133	-	40	43	83	62.4
Total		1168	667	5	203	258	466	

Table - VB

Professional output of Master's Degree Courses during post-independence period (1971-1982).

Academic year	No. of batch	No. of enrolment	No. appeared	Passed in Class			No. passed	%
				1st	2nd	3rd		
1970-71	9th	27	26	-	14	12	26	100
1971-72								
1972-73	10th	42	27	-	15+1	8+1	25	92.5
1973-74	11th	41	26	-	15	8	23	88.4
1974-75	12th	24	17	-	5	6	11	64.7
1975-76	13th	27	24	-	13	9	22	91.6
1976-77	14th	21	17	-	5	10	15	88.2
1977-78	15th	25	19	-	8	10	18	94.7
1978-79	16th	30	25	-	15	8	23	92
1979-80	17th	45	42	-	11	24	35	83.3
Total		282	223	-	102	96	198	

Note : The session 1979-80 continued upto 1982 owing to war of liberation in 1971 and subsequent political turmoil and students' unrest caused the shifting of examination dates. So the Master's Degree examination of 1980 held in 1982.

It has been found from the study of library education at post-graduate level that the Department of Library Science, University of Dhaka, produced 466 Diploma holders and 198 Master's Degree holders by eleven years of teaching during post-independence period from 1971 to 1982. Being appointed, these professional personnel are helping in organizing the libraries scientifically and thereby improving the library services in the country. Some of them obtained Master's Degree in Library Science from developed countries and a few of them did their Ph.D. degree as well from UK, USA and India. The education for librarianship in Bangladesh though remains within the limited dimension and resource yet its product encourages the rapid development of library system and services in the country.

4:3 M. PHIL. AND PH.D. PROGRAMMES IN THE DEPARTMENT OF LIBRARY SCIENCE, UNIVERSITY OF DHAKA, 1974-1982

Master of Philosophy (M.Phil.) Programme (1974-82)

Master of Philosophy (M.Phil.) programme in Library Science was approved by the Dacca University during the session 1974-75⁶⁶ but it commenced from the session 1975-76⁶⁷. The Ordinance and Regulations for the Degree of Master of Philosophy was approved by the Syndicate on 23-2-1974⁶⁸. This Ordinance and Regulations was revised by the Academic Council and later approved by the Syndicate on 6-5-1978⁶⁹.

The M.Phil. syllabus approved by the Board of Advanced Studies on the recommendations of the Academic Committee of the department and the Academic Council of the University of Dhaka is as follows :

Syllabuses

- First year : 1. Social function of libraries
2. Organization of knowledge
3. Principles of Research Methods
4. Comparative studies in Librarianship
5. Current trends in technical services in libraries
6. Bibliography of literature
7. Viva-Voce

Each paper consists of 100 marks besides 100 marks for viva-voce examination. A student is to take up any two papers for written examination and appear before the viva-voce Board after successful completion of his/her full-time courses of studies in the 1st year.

66. Dacca University, Annual Report 1974-75, p.87.

67. Idem. Registrar's Office Record.

68. Idem. Syndicate Minutes dated 23-2-74.

69. Idem. Ordinance and Regulations for the Degree of Master of Philosophy (M.Phil.). AC.M. dated 10-4-78 and Syndicate Minutes dated 6-5-1978.

Second year : Dissertation⁷⁰

One student enrolled in 1976-1977 session for the M. Phil. degree. But he could not secure 50% mark in all papers and as such he failed in the M. Phil. Preliminary examination held in October 1977.⁷¹

Doctor of Philosophy (Ph.D.) Programme (1978-1982)

Doctor of Philosophy (Ph.D) programme in Library Science was approved by Dhaka University during the session 1978-1979. The Ordinances and Regulations for the Degree of Doctor of Philosophy (Ph.D) passed in 1974 was revised and approved by the Syndicate on 6-5-1978 on the recommendation of the Academic Council on 10-4-1978.⁷²

According to the Ordinance and Regulations for Ph. D. programme Messrs K. M. Saiful Islam and Nasiruddin Ahmad, Assistant Professors, Department of Library Science, University of Dacca, registered for Ph.D. in Library Science on 28th June, 1979 and 22nd June, 1982 respectively.⁷³

70. Idem. Syllabuses for M.Phil. Course in Library Science, 1974-1975.

71. Idem. Library Science, Preliminary M.Phil. Examination Result Sheet, 1977.

72. Idem. Ordinance and Regulations for the degree of Doctor of Philosophy (Ph.D). A.C.M. dt.10-4-78 and S.M. dt.6-5-78.

73. Idem. Registrar's Office Record

The particulars of two teachers for Ph. D. degree in Library Science by 1982 are shown in table - VI.⁷⁴

Table - VI

Particulars of Ph. D. students in Library Science by 1982

Name, address and Registration No. with session	Date of joining	Subject of research and supervisor	Remarks
K.M.Saiful Islam Assistant Professor, Department of Library Science. D.U.	28-6-79	A code for cataloguing and indexing Bangladeshi Muslim, Hindu and Buddhist names.	Supervisor:1. Dr.Muhammad Enamul Huq (Bengali) after his death. 2.Dr.S.M.Imamuddin (Islamic Hist.&Culture) retired, 3.Dr.Mustafizur Rahman (Arabic) from 26-9-1984.
Rgn. No.122/1978-79 Re-registered on 26-9-1984.		Dr.Mustafizur Rahman, Prof.of Arabic Dhaka University.	
Nasiruddin Ahmad Assistant Professor, Department of Library Science, Dhaka University.	22-6-82	Education for librarianship in Bangladesh: an historical study, 1947-1982.	-
Rgn. No.127/1981-82.		Dr.Mohammad Moniruzzaman Prof. of Bengali, Dhaka University.	

74. Ibid.

4:4 STANDARDS AND MANAGEMENT OF THE DEPARTMENT OF LIBRARY SCIENCE, UNIVERSITY OF DHAKA

The Department of Library Science of the University of Dhaka, established in 1959, consists of two courses viz:

- 1) One year Post-graduate Diploma in Library Science (D.L.Sc.)
- 2) Two year Master's Degree Course i.e. M.A. Preliminary (1st year) and M.A. Final (2nd year) in Library Science.

The number of students in each of the above courses is 100 and 75 (30 for Preliminary and 45 for Final) respectively.

Admission requirements.

Students having a degree of Bachelor of Arts, Science or Commerce of the University of Dhaka or from any other recognized University are eligible to apply for admission into Diploma (with at least one second division, professional experience preferred) and M.A. Preliminary courses (with at least two second divisions). A written examination is held on language, literature, culture, history, library and allied subjects including general knowledge. An oral test is normally held for those who pass in the written test for admission into Diploma and M.A. Preliminary courses. Students passing the Diploma and M.A. Preliminary from this University or any other University recognized by the Dhaka University get admission to M. A. Final year course. The admission test is generally held before the commencement of the course on 1st July of every academic session which extends from July to June.

Duration.

The duration of the Diploma course lasts for one year from July to June and two year M.A. Course i.e. M.A. Preliminary and M.A. Final one year each and they also extend from July to June every year. Each of the courses continues at the rate of 30 class hours per week including practical work and guided research (for M.A. Final year course) without counting tutorial, seminars, and visits to libraries which are common but not always compulsory.

Teaching Staff.

Though 11 posts of full-time teachers of three categories viz. Associate Professor, Assistant Professor and Lecturer, besides one Laboratory Instructor, were sanctioned but yet the department is running with only six full-time teachers and the remaining posts are lying vacant (ch.4:2B) though attempts are being made to fill up the vacant posts. Two part-time lecturers are now working as specialists against the vacant posts of lecturers. Attempts are being made to create a post of Professor. Teachers are appointed through advertisement on the basis of requisite qualifications prescribed by the University.

Preparation of Courses of Studeis.

The committee of courses of studies is composed of teachers of the department and external subject specialists who jointly formulate the scope of the courses of study for both Diploma and M. A. in Library Science. This is processed through the Faculty and finally approved by the Academic Council and the Syndicate. The syllabi are reviewed annually in order to make it up-to-date in the context of latest development of the profession at home and abroad.

Teaching Methods and Reading Materials.

The classes are held in the afternoon. The medium of instruction had been in English but after independence attempts are being made gradually to switch over to Bengali, the national language of Bangladesh. Instruction is now imparted both in English and Bengali. The teaching includes lectures, tutorial instructions, work in laboratories and practical class assignment of classification and cataloguing. Teaching is supplemented by tutorial class and occasional seminars, workshops and visit to major libraries of Dhaka to show around practical library works. Students mainly depend on class lectures and text-books available in the University and other libraries of Dhaka.

There is a great dearth of reading materials, practical tools and equipments needed for conducting the courses. A few

books have been written in Bengali but they are of a very elementary nature. Library Science education in Bangladesh depends mainly on library literature in English language produced outside Bangladesh, particularly in USA, UK and India.

Examination System.

Examinations, both written and viva-voce, are held at the end of the Academic session after the completion of the course, generally with a gap of two months. A written examination of four hours duration for each theoretical and practical paper (classification and cataloguing) of 100 marks is held. The D.D.C., U.D.C. and LC schedules are followed for practical examinations, Viva-Voce examination is normally held after the written examinations.

There are two examiners in each theoretical and practical paper. The concerned teachers of the department are appointed internal examiner. The external examiners are appointed from amongst the senior practising librarians of the country who have requisite qualifications and also adequate professional background.

A candidate is required to obtain, in the final examination, 25% marks in each theoretical paper and 40% marks in each practical paper and 36% marks on average. 60% marks on average are required for first class, 45% marks for Second Class, and 36% marks for Third Class. Thus a list of successful candidates is declared to have passed the Diploma and

Master's Degree examinations in order of merit showing the 'Class' against their names. The results are published provisionally subject to the approval of the Syndicate. Successful candidates are awarded diplomas by the Dhaka University as (i) D. L. Sc. for post-graduate Diploma and (ii) M. A. for Master's degree in Library Science respectfully.

Management of the Department.

The affairs of the department are managed in accordance with 'Dacca University Order, Ordinances and Regulations'.

CHAPTER - 5

TRAINING FOR SCHOOL LIBRARIANSHIP IN RELEVANT INSTITUTIONS OF BANGLADESH, 1963-1982

5:1 TRAINING FOR LIBRARIANSHIP IN THE NATIONAL INSTITUTE OF EDUCATIONAL ADMINISTRATION EXTENSION AND RESEARCH, 1963-1982

Establishment

NIEAER - "The National Institute of Educational Administration Extension and Research was established by the Government of Bangladesh in July, 1982 with a view to improving the quality of educational administration and management and in-service teacher training programmes in the country. The NIEAER was created by merging two National Institutions - Bangladesh Education Extension and Research Institute (BERRI), former East Pakistan Education Extension Centre (EPEEC), established in 1959 and National Institute of Educational Administration Management and Research (NIEAMR) established in 1981"¹.

NIEAER is located in the former building of East Pakistan Education Extension Centre (EPEEC), close to Dhaka College and Dhaka Teachers' Training College in Dhanmondi area, Dhaka. The Institute is entrusted with the responsibility of developing, arranging and co-ordinating programmes of in-service education for teachers, headmasters, inspectors and other education officers. Basically the institute would emphasize upon the training of experienced but untrained teachers, headmasters, inspectors and administrators.

1. Bangladesh, Ministry of Education, NIEAER, Introducing National Institute of Educational Administration Extension and Research (a booklet) (Dhaka : NIEAER, 1983), p.1.

Training Programme for Teacher - LibrariansPre - Independence Period (1963 - 1971)

"A school library must be the hub of school activity. To-day a teacher is not more important than a librarian ; a class room is not more vital than a library. The maintenance of the library and the librarian are matters of the first importance, that should be treated by the inspectorate with the seriousness they deserve"². "The school library — a laboratory for learning. The school library shares with the school its responsibility for teaching the students how to learn to think effectively, efficiently, and creatively with satisfaction and zest"³. Every secondary school and even some of the primary schools in Bangladesh have a library of its own without systematic organization.

Having these ideas as a background philosophy and knowing that the library scene in the secondary school in Bangladesh is extremely shabby and believing that some sort of training may help to bring about a favourable change in the precarious condition of secondary schools, the Education Extension Centre organized and conducted short training courses in library science for the graduate secondary school teachers from 1963.

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2. Mural Wasi, "Book Promotion in India, Why? What? How?", The Education Quarterly (India:Oct, 1972).
 3. Ruth Ann Davies, The school library : a force for educational excellence (New York : Bowker, 1969), p.243.

"One training course for the teacher-librarians of pilot high schools was held by the East Pakistan Education Extension Centre from 11th to 16th February, 1963. This course was the first of its kind here ; as no other training course in library science was earlier sponsored by the centre"⁴. The programme of the course was drawn up with a view to helping the teacher-librarians of secondary schools (i) "to acquire an understanding of the significance of school library service, and (ii) to develop ability for effective organization and operation of the school library"⁵ and to acquaint with modern methods of librarianship and objectives of libraries in secondary schools.

Sixteen persons attended the course. Fifteen teacher-librarians from fourteen pilot high schools and one library assistant from the education extension centre. The course was of one week duration though it was normally meant for four weeks. "Although this course was of short duration yet the participants got some basic and fundamental ideas of theoretical and practical librarianship which was valuable for running the school libraries efficiently"⁶

In formulating the courses Messrs M.S. Khan, Librarian and Head of the Department of Library Science, Dhaka University, Ahmad Husain, Officer on Special Duty for library development, Education Directorate, A. M. Motahar Ali Khan, Assistant Librarian, East Pakistan (now Bangladesh) Central Public Library extended help to Mr. M. Borman, the specialist of the centre and Officer-in-charge of the course. Services

4. East Pakistan Education Centre Bulletin (Dacca: Pakistan Education Centre, January-March 1963), vol.II no.3, p.12.

5. Ibid. p.13.

6. Nasiruddin Ahmad, "Education for Librarianship in Bangladesh"; International Library Review (London: Academic Press, 1981); Vol.13, no.1, p.108.

of some resource persons including Messrs M. S. Khan, Ahmad Husain, A. R. Mirdah, Mary A. Thronhill were utilized in conducting the course and making it successful. They taught several theoretical and practical lessons to the participants on some important topic in library science.

"Mr. M. Shamsul Huq, Director of Public Instruction, East Pakistan, presided over the closing session held on the 16th February, 1963. Mr. Hareld A. Anderson, Executive Officer, University of Chicago-Pakistan Education project, was present on the occasion as the guest of honour and gave away the certificates to the participants of the course"⁷.

The second course of eight weeks duration was arranged and held at the Education Extension Centre from 19th April to 12th June, 1965. The objectives of this course were : (i) to acquaint the participants with modern methods of librarianship and objectives of libraries in secondary schools, and (ii) to train participants to set up and maintain model libraries in their respective schools.⁸

This was eight times longer course than the first one and greater emphasis was given on both theoretical and practical aspect of librarianship suitable for school libraries. Eighteen teacher-librarians attended the course. Successful trainees were given certificates of completion of the course.

The resource persons, who taught the course, were Messrs M.S.Khan, Ahmad Husain, A.M.Motahar Ali Khan, M.A. Awal, S.S.Hussain, J.L.Johnson and J. W. Dye.

7. East Pakistan Education Centre Bulletin (Dacca: Pakistan Education Centre, January-March 1963), p. 13.

8. S.S.M.A.Khorasani, Courses in library science in East Pakistan: what they have meant to librarianship in the province (Dacca : 1966), p.23.

Mr. M. A. Awal, Librarian was Officer-in-charge of this course until 3rd May, 1965. Then Mr. S. R. Chowdhury, Librarian of the centre worked as Officer-in-charge for the remaining period of the course upto 12th June, 1965.

The third course of four weeks' duration was held from 1st to 28th November, 1965. The four participants of this course were teacher-cum-librarians of non-government high schools of the province of East Pakistan (now Bangladesh). Lectures were delivered on cataloguing, classification, reference work and library administration by Messrs Ahmad Husain, Md. Shahabuddin, Librarian EPUET (now BUET), A. R. Mirdah, A. M. Motahar Ali Khan, and Mr. S. R. Chowdhury, Librarian of the Centre worked as Officer-in-charge of the course.

The fourth course was of two weeks' duration held on and from 4th March to 17th March, 1966. This course was arranged for teacher - cum - librarians of multilateral and bi-lateral high schools of Dhaka and Chittagong Division. Eighteen candidates attended the course. They were awarded certificates after successful completion of the course. Cataloguing, classification, reference work and library administration were taught by the teachers of the previous course.

The fifth course was of ten weeks' duration held on and from the 3rd October to 14th December, 1968. Nineteen candidates attended the course. The said resource persons taught the candidates who came from different high schools and they were awarded certificate after successful completion of the course.

The sixth course of four weeks' duration was held from 25th August to 20th September, 1969. Seventeen candidates attended the course from high schools. Most of the aforesaid resource persons taught the candidates. The Librarian of the Centre was Officer-in-charge of the course.

The seventh course of training of teacher-librarians of high schools held for four weeks' from 9th December, 1970 to 5th January, 1971. Forty candidates attended the course and came out successful. The senior practising librarians taught the course with Mr. S.R. Chowdhury, Librarian of the Centre as Officer-in-charge of the course.

This is the position of library education and training for graduate teacher-cum-librarian of high schools in Bangladesh during Pakistan regime from 1963 to 1971. The number of courses, its duration and the number of trainees who came out successful during the pre-independence period of Bangladesh as discussed above is now shown below in table-I.

Table - I

Short Training Course in Library Science Education held at East Pakistan Education Extension Centre (EPEEC) during Pre-Independence period (1963-71)⁹

No. of course	Period of the course	No. of trainees
1	11.2.63 - 16.2.63	16
2	19.4.65 - 12.6.65	18
3	1.11.65 - 28.11.65	4
4	4.3.66 - 17.3.66	18
5	3.10.68 - 14.12.68	19
6	25.8.69 - 20.9.69	17
7	9.12.70 - 5.1.71	40
Total	11.2.63 - 5.1.71	132

9. East Pakistan Education Extension Centre Records.

Training Programme for Teacher-Librarians

Post-Independence Period (1971-82)

The East Pakistan Education Extension Centre was renamed as Bangladesh Education Extension Centre (BEEC) after independence. There was a gap of library education and training in the centre from 6th January to 7th April 1974. Mr. Muhammad Abdur Rasul, a senior practising librarian was appointed in the meantime as a library specialist for Bangladesh Education Extension Centre.

The eighth training course, first in independent Bangladesh, was held from 8th April to 30th April 1974. The duration of the course was more than three weeks. Thirteen graduate teachers of secondary schools attended the course.

The resource persons were Messrs M. S. Khan, retired Librarian, Dhaka University, Md. Shahabuddin, Librarian, and Abu Bakr Siddique, Deputy Librarian of BUET, Dhaka, A. R. Mirdah, Senior Deputy Librarian and Librarian-in-charge, Dhaka University, K.A.M.S. Huda Mia, Deputy Librarian (Science Section), Abu Sayeed, Assistant Librarian, Dhaka University, A.M.M.A. Khan, Librarian-in-charge, Central Public Library, Dhaka, M.A. Awal and S.S.M.A. Khora-sani, Assistant Librarian, Central Public Library, Dhaka.

The ninth course of four weeks' duration was held by the Bangladesh Education Extension Centre from 4th to 30th November, 1974. Seven teacher-librarians participated the course. Most of the resource persons of eighth course were taken to coach the trainees. The course programme was prepared by the library specialist who was also the Officer-in-charge of the course. All the seven trainees came out successful in the course.

In the year 1975 the Government of the People's Republic of Bangladesh decided to expand the scope of the centre in order to meet the increasing needs and requirements of educational training facilities in the new-born state and as such its name was changed from Bangladesh Education Extension Centre to Bangladesh Education Extension and Research Institute (BEERI).

In 1975 the tenth training course on school librarianship started with more interest and energy keeping in view the expanded programmes of the Institute. Thirteen graduate teachers of secondary schools attended the course. The duration of the course was three weeks' from 12th May to 31st May, 1975. The candidates had to use the library of the Institute in the off period of their class routine as a programme of practical library use and to see for themselves the library organization and its services.

Though the course is tenth in succession yet it has the significance of being a modified course in Bangladesh. The course content was revised in accordance with the modern concept of librarianship suitable for school libraries in the country. In addition to the resource persons of the earlier course more resource persons including Mr. A.K.M. Shamsul Alam, Associate Professor and Chairman, and Mr. Nasiruddin Ahmad, Senior-most Assistant Professor in the Department of Library Science of the University of Dhaka were included in this course to teach the teacher-librarians. The library specialist Mr. Muhammad Abdur Rasul, was the Officer-in-charge of the course. Thirteen graduate teachers of secondary schools successfully completed the course.

The eleventh course started from 12th September 1975. The duration of the course was more than seven weeks from 12th September to 2nd November, 1975. Thirty graduate secondary school teachers of different high schools attended the course. The services of almost all the resource persons of the earlier course were utilized. The candidates came out successful.

The twelfth training course for teacher-librarians was conducted for more than three weeks from 26th January to 18th February 1976. Eleven candidates attended the course. The services of the resource persons mentioned above were utilized to coach the trainees. All the trainees came out successful.

As close cooperation was established between BEERI and Department of Library Science, Dhaka University, the thirteenth training course started with the aforesaid resource persons along with some more teachers from the Department of Library Science, Dhaka University.

A visiting programme to well-organized libraries in the city was chalked out for the trainees from this session. Trainees thus went round the libraries with enthusiasm and had the idea of practical librarianship. The duration of the course was of four weeks' from 25th October to 20th November, 1976. Thirteen trainees from the secondary schools attended the course and came out successful.

Eighty-seven teachers are trained in library science from 8th to 13th courses during 1974 to 1976. All the courses from 14th to 27th were conducted with similar interest and enthusiasm under the able leadership of the Specialist of the Institute from 2nd February 1977 to 12th November 1981.

The number of graduate teachers of secondary schools trained in library science education during this period (14th to 27th courses) is 127.

The twenty-seventh training course for teacher-librarians of secondary schools of Bangladesh in the NIEAER, the newly styled institute, began from 6th September, 1982. Eight graduate teachers attended the course. The duration of the course was about two weeks. After completion of the course the trainees went round the major libraries in the capital city of Dhaka.

The senior practising librarians and some teachers of Library Science Department of the University of Dhaka offered their services for teaching the trainees. The trainees came out successful in the course and they were awarded certificate.

The number of trainees during the post-independence period of Bangladesh from its 8th to 27th courses described above is now shown in a consolidated form in table - II.

Table - II

Short Training Course in Library Science Education
at NIEAER, Dhaka, During Post-independence Period
(1974-1982).¹⁰

No. of Course	Period of the Course	No. of trainees
8	8.4.74 - 30.4.74	13
9	4.11.74 - 30.11.74	7
10	12.5.75 - 31.5.75	13
11	12.9.75 - 2.11.75	30
12	26.1.76 - 18.2.76	11
13	25.10.76 - 20.11.76	13
14	2.2.77 - 26.2.77	15
15	15.8.77 - 8.9.77	16
16	13.2.78 - 10.3.78	6
17	10.4.78 - 4.5.78	5
18	7.8.78 - 31.8.78	16
19	20.11.78 - 9.12.78	6
20	10.9.79 - 29.9.79	3
21	12.11.79 - 20.11.79	5
22	17.3.80 - 29.3.80	11
23	26.5.80 - 7.6.80	12
24	29.9.80 - 11.10.80	10
25	17.8.81 - 29.8.81	5
26	2.11.81 - 12.11.81	9
27	6.9.82 - 16.9.82	8
Total	20	214

10. NIEAER Records.

Thus it transpires from the calculation of table-I and table-II that in all 346 secondary school teachers in Bangladesh were trained in this short courses of school librarianship held at NIEAER, Dhaka, during the period from 1963 to 1982. It is expected that the teachers trained in library education will become library minded teachers, having the basic elementary knowledge of library science, and they will be able to run the school library in the absence of trained full-time librarian.

5:2 TRAINING FOR LIBRARIANSHIP IN TEACHERS' TRAINING
COLLEGES, 1975 - 1982

Establishment

During the British rule in the year 1909, Dhaka Teachers' Training College was established at Armanitola Government High School premises for education of teachers' of High English (H.E.) schools (now secondary schools). It has the glory to be the first institution of its kind in this part of the sub-continent. At present, the campus of this pioneering institution of teacher education is situated in the Dhanmondi area adjacent to Dhaka College, Dhaka. In the erstwhile East-Pakistan, from 1947 to 1971, there were six teachers training colleges : one each at Dhaka, Rajshahi, Comilla, Khulna, Mymensingh (mens') and Mymensingh (womens'). After liberation four more new Teachers' Training Colleges at Chittagong, Jessore, Rangpur and Feni were established in order to educate the increasing number of teachers of fast growing secondary schools in Bangladesh. So the number of teachers' training colleges in Bangladesh is ten.

Secondary school teachers with a Bachelor Degree are trained in Teachers' Training Colleges which offer one-year degree course. After successful completion of the course they are awarded the degree of Bachelor of Education (B.Ed.). The minimum qualification for admission into B. Ed. course is Bachelors degree in arts, science or commerce. "Two Teachers' Training Colleges, Dhaka and Mymensingh, are also meant to offer Master's of Education. The Institute of Education and Research (IER) of Dhaka University offers Diploma (Dip-in-Ed.) and Master's of Education (M.Ed.). A Doctorate Course (Ed. D) is also available at the Dhaka University.¹¹

11. Bangladesh, Ministry of Education. Education in Bangladesh (a booklet) (Dhaka : Ministry of Education, 1983), p. 7.

Introduction of Library Science as a Curricular Subject

During the session 1975-76 Library Science was introduced as an optional subject in the curriculum of the Teachers' Training College, Dhaka. Along with Dhaka Teachers' Training College, two more teachers' training colleges at Rajshahi and Khulna started teaching library science as an optional subject with a view to making the graduate teachers of secondary school understand the minimum process and techniques of librarianship appropriate to secondary schools in absence of trained librarian. Inspired with the ideas, Mymensingh (mens') Teachers' Training College also started teaching library science as an optional subject from the session 1981-82.

Each of the secondary schools of Bangladesh has a library of some form. This is, no doubt, an encouraging and optimistic information regarding our secondary schools. But unfortunately, with the exception of few libraries, none of them has a trained librarian. Most of the libraries are run by the teachers who have little or no experience in library management and functioning. As such the libraries, the life blood of educational institutions, are functioning more as decorative symbols or godowns than as an effective education dispensing service. It can not be denied that development of schools in the true sense of the term can not be augmented until and unless teachers become aware of the importance of libraries and the students are encouraged to use library. Teachers' Training Colleges felt the need of creating a consciousness among the teachers about the pivotal role of libraries in education and took a positive step in the right direction. It is rightly hoped that the trained teachers

with some basic knowledge of library science will develop the prevailing conditions of libraries in a systematic way and enrich secondary school education. The syllabus of library education and training in the Teachers' Training Colleges is a course of one paper of 100 marks for ten months duration and the teachers are trained according to this syllabus.

Teachers Trained in Library Education

The number of secondary school teachers who are trained in library education from Dhaka, Rajshahi, Khulna and Mymensingh T. T. Colleges during the period 1975-76 to 1981-82 is shown in the following tables :¹²

Table - III

Dhaka Teachers' Training College		
No. of course	Academic Session	No. of teachers trained
1st	1975-76	82
2nd	1976-77	165
3rd	1977-78	112
4th	1978-79	85
5th	1979-80	72
6th	1980-81	87
7th	1981-82	90
Total		693

Table - IV

Rajshahi Teachers' Training College		
No. of Course	Academic session	No. of teachers trained
1st	1975-76	65
2nd	1976-77	110
3rd	1977-78	85
4th	1978-79	70
Total		330

12. Teachers Training Colleges' Records.

Table - V

Khulna Teachers' Training College

No. of Academic Course	Session	No. of teachers trained
1st	1975-76	20
2nd	1976-77	35
3rd	1977-78	40
Total		95

Table - VI

Mymensingh Teachers' Training College

No. of Academic Course	Session	No. of Teachers Trained
1st	1980-81	11
2nd	1981-82	43
Total		54

The total number of teachers who are trained in library science education in the aforesaid four Teachers' Training Colleges for one academic session of one paper course of 100 marks as an optional subject is shown below in table - VII.

Table - VII

Total number of teachers trained in library science education in four Teachers' Training Colleges during the session from 1975-76 to 1981-82

Name of Teachers' Training Colleges	Academic session	No. of Courses	No. of teachers trained
1 Dhaka	1975-82	7	693
2 Rajshahi	1975-79	4	330
3 Khulna	1975-78	3	95
4 Mymensingh	1980-82	2	54
Total		16	1172

It is unfortunate that, though library science is included in the curriculum of four Teachers' Training Colleges, no step has so far been taken to create post for teaching the subject. Librarians of the said colleges take the responsibility of teaching the subject, in addition to their normal duties, but it certainly is a heavy load for the librarians and various questions are also raised about it. As a result, the teaching of library science at Rajshahi and Khulna Teachers' Training Colleges is postponed after continuing four and three sessions respectively (tab. IV & V). Mymensingh Teachers' Training College (mens') started teaching library science as an optional subject from the session 1980-81 (tab. VI). It is learnt that the enrolment of teachers is gradually increasing in the subject. The total of table III - VI is consolidated in table VII and found that 1172 teachers of four Teachers' Training Colleges took up library science as an optional subject and successfully completed the course and thereby trained up in methods and techniques of librarianship suitable for secondary school libraries in Bangladesh. It is encouraging that the Martial Law Committee on Organizational set-up in its report¹³ has recommended the creation of post for one Lecturer and one Assistant Professor to teach library science for each of the said four Teachers' Training Colleges.

13. Bangladesh, Ministry of Education, Report of the Martial Law Committee on Organizational set-up. Phase-II (Departments, Directorates and other Organization under them) Vol. XIV. Ministry of Education, Part-1 (Education Division, Chapter-1) Directorate of Secondary and Higher Education (Dhaka : Govt. Press, 1983), p. 409.

5:3 PRESENT POSITION OF TRAINING FOR SCHOOL LIBRARIANSHIP IN BANGLADESH

The aims and objects of short in-service training for graduate secondary school teachers in NIEAER and one paper course for an academic year in four Teachers' Training Colleges on library education are meant to promote the cause of school library system and services in Bangladesh.

The significant role of school library in enriching the educational programme at secondary level is almost universally recognised. In all developed countries education is primarily based on library method. A school library is considered not only as the heart of the school but also a "source and force for educational excellence".¹⁴ A quality school library programme is an instrument for educational excellence. The "education is strengthened in direct proportion to the quality of the school's library service".¹⁵ The school library is the "Keystone of a quality educational programme".¹⁶ Since the school library is an integral part of educational programme, the educational aims, objectives and goals are identical and inseparable. The primary aim of general education in our democratic society is to educate citizens for functional literacy and the primary aim of school library service is to facilitate the attainment of that aim.

14. Ruth Ann Davies, The school library : a force for educational excellence, op. cit. p.1.

15. Pennsylvania Governor's Committee on Education, 1960. Task Force on curriculum, "The school library-keystone of quality education". A guide for school librarians (Harrisburg, pa: Dept. of Public Instruction, Division of school libraries, 1969), pp.1-2.

16. Ibid.

The short in-service training course conducted by NIEAER and teaching one paper course for one academic year in four Teachers' Training Colleges are aimed to improve the situation of school library services and to bring the same into one system in near future.

It is significant and encouraging that all the secondary schools (8,622) and even some of the primary schools have a library of its own. But unfortunately, most of them have no trained librarian. However, in the meantime, a small number of teacher-librarians of secondary schools received training in Certificate Course of Library Association of Bangladesh.

The position of short course of library education and training in NIEAER and Teachers' Training Colleges alongwith the position of short course undergraduate training on library education in the Training Institute of the Library Association of Bangladesh during the period from 1958 to 1982 is shown at a glance in table - VIII

Table - VIII

The position of library education and training in different Institutions of Bangladesh from 1958-82.

Name of Institution	Period	Number of trainees	
		Short course for graduate teacher	Undergraduate training course
1 LAB	1958-70*	-	170
LAB	1972-82	-	532
2 NIEAER	1963-71(January)*	132	-
NIEAER	1974-82	214	-
3 T.T.College	1975-82	1172	-
Total		1518	702

* Years marked with asterisk mean pre-independence period.

In view of the number of schools in Bangladesh the number of teachers and other persons so far trained in short course training of basic principles of library work is quite inadequate.

5:4 PROSPECT OF TRAINING FOR SCHOOL LIBRARIANSHIP IN BANGLADESH

The prospect of library education and training in NIEAER and T. T. Colleges bears better expectation for the present position and future progress of school librarianship in Bangladesh. Until and unless the Diploma and Degree holders in library science come out in large number from the University to meet the requirements of school library services, the library education and training in NIEAER and T. T. Colleges need to be continued. Till the appointment of full-time librarian for 8,662 secondary and 40,926 primary schools in Bangladesh, this training should be strengthened.

School libraries have definite objectives to serve its parent institution. A school library does not exist for itself. It exists to serve the objectives of the school. It goes without saying that the basic aims of school library service are those of the school itself. "The aim of a good school library is to become a force for educational excellence. With the change of objectives of education the school library must also adopt itself to the changing situation"¹⁷ The primary object of every school library is to contribute towards the achievement of the objectives formulated by the school. The general objectives of school library service are common to all schools.

17. Krishan Kumar, "Use of school libraries", Library Herald (Delhi : April-Sept 1974), Vol.16, nos. 1 & 2, p. 15.

In order to achieve the objectives and prospects of training for school librarianship in Bangladesh, the following suggestions need to be executed :

1. In the present situation of secondary school libraries in Bangladesh, the existing teacher-librarians require to undergo training in library education in NIEAER and T. T. Colleges.

2. The training process in NIEAER needs to be strengthened with a view to imparting training to teacher-librarians of secondary schools in a large number. The present duration of 2 to 4 weeks training in NIEAER needs to be extended (8 to 12 weeks).

3. Simultaneously library science education needs to be started in all the ten T.T. Colleges in Bangladesh.

4. The teachers who have not had any training in library work during the period of study in training colleges can be given opportunities for attending the short course training of librarianship in NIEAER.

5. The secondary school authority can, therefore, make it binding for all the secondary schools to depute their representative as teacher-librarian to have this training of librarianship till the appointment of full-time librarian with a Diploma or Degree in Library Science from the University of Dhaka or any other recognized universities.

6. In the present situation of primary school libraries in Bangladesh, a teacher from each primary school needs to be deputed to undergo the short course training in librarianship conducted by the Library Association of Bangladesh.

In view of forgoing situation of school libraries in Bangladesh, special training programme can be launched to train the requisite number of persons required to man the libraries of existing schools. This may be done by the education authority in collaboration with the NIEAER, Teachers' Training Colleges, and the Library Association of Bangladesh.

CHAPTER - 6

COURSES OF STUDIES ON EDUCATION FOR LIBRARIANSHIP IN BANGLADESH AND ABROAD

6:1 THE AIMS, PURPOSES AND OBJECTIVES OF COURSES OF STUDIES

IT is obvious that the aims, purposes, and objectives of a (library) school will be in a very considerable measure dependent upon the kinds of libraries and librarianship for which personnel is to be prepared.¹ The objectives of education for librarianship will be strongly influenced by the objectives of libraries themselves and of various kinds of libraries. They in their turn will be strongly influenced by their user's objectives.² In small or large countries, with few libraries without library school, the new schools may have a national objective or regional objective and that may be stated by the limitation of disciplines in the curriculum. It is a must for good understanding and advancement of any profession. This can be achieved by stating the right and objectives from the very beginning in starting any professional school. The education for librarianship is concerned with identification, selection, acquisition, organization, preservation, interpretation, communication and utilization of knowledge.³

1. J. Periam Danton, *Education for librarianship* (Paris:Unesco, c1949), p. 12.

2. D. M. Revill, "Education for librarianship: objectives and their assessment", *Library Association Records*(April 1969), vol. 71, no. 4, p. 109.

3. Cf. Danton. p. 12.

Cf. TKS Iyengar, "Interdisciplinary nature and methods in library education", *Jl. of Lib. and Inf. Sc.* (Delhi: December, 1976), vol. 1, no. 2, pp. 161-62.

However, in anyway the library school must attend to the requirements of the libraries which provide its students and "determine what sorts of professional work are being performed in the libraries and what kind of education and training will best equip its students to carry on those tasks".⁴ Since a professional school inevitably has certain purposes in common with a university so that the library school needs to be attached to or should be in, or around the university. So from the longest history of education for librarianship Danton finds out two requirements for the establishment of library schools. "The first of these is that a school should have a close relationship with, and preferably should be integral part of, an established institution of higher education (university); the second is that a (library) school should be located in close proximity to a number of good libraries of different sorts".⁵

The objective of education for librarianship is to give impetus to the training of qualified persons and personnel capable of creating an infrastructure of modern libraries, archives and documentation centres in advanced and developing countries as well as newly developing countries like Bangladesh.

To explain the objects, in the context of complex functions, it is better to quote the criteria formulated by Shera which express suitable objectives of library education. Shera described that the graduate professional study should be directed towards the

4. Danton, op. cit. p. 13.

5. Ibid. p. 7.

students acquiring the specified criteria :

1. A fundamental understanding of the role of the library in the communication process of society together with the historical development of the library and of library materials as social instrumentalities shaped by and responding to their coeval culture.

2. A comprehension of the basic theory and the appropriate systems for the organization and interpretation of library materials, and especially the intellectual content of those materials, together with the necessary skill to deal practically with the techniques and routines relating to library organization and use.

3. A knowledge of the principles and methods of research as applied to the investigation of library problems, together with the ability to evaluate research results, especially research in librarianship, in terms of the appropriateness and reliability of the methods used and the validity of the results obtained.

4. An understanding of the basic principles of administration and their application to libraries as organizations of people working together to achieve specific goals, with special emphasis upon the administration of libraries serving the field of the student's special interests.

5. A mastery of the basic elements of a library speciality, or cluster of specialities (e.g., children's work, school libraries, and educational media).

6. Exposure to practical library experience, when the student has not previously had such experience, as exemplified by a well-supervised work-study program or internship which makes possible controlled experience, this experience to be co-ordinated with classroom instruction through formal review of a particular library problem developed from the working situation in which the student has been placed.

7. Contact with the professional field of librarianship through lectures, discussions, and other special events which will

bring the student into contact with a variety of libraries outside the academic setting.

8. Encouragement of contacts, either formal or informal, of the student with other departments and schools of the university to ensure that he does not lead his academic life in a sterile library vacuum.⁶

These criteria signify in wider sense both the course content and at places, the methods to be chosen in organising work around the course content. Shera himself emphasises by saying, "if these criteria are to be fully and successfully met there must be a continuous review of the curriculum both with respect to keeping it up-to-date with current development and trends in librarianship and related areas of knowledge, and to utilise new methods of instruction. There must be a constant interaction between student and faculty in an atmosphere in which both are learning, both are sharing an educational experience. The research programme of the (library) school must relate in fundamental ways to the understanding of librarianship and be relevant to the aims and objectives of the schools, rather than be tailored to the whims of a fund-granting agency".⁷ Though the basic steps of all the library schools' education and training are similar yet the details of its creation "necessarily differ from country to country as education systems and social, economic, and other conditions differ."⁸

6. Jesse M. Shera, *The foundations of education for librarianship* (New York: Becker and Mayes c1972), pp. 362-63.

7. *Ibid.* p. 363.

8. Danton, *op. cit.* p. 9.

In defending UNESCO's philosophy of an approach to library education, we are not in anyway suggesting the library education has no purpose of general validity. Despite variations in local conditions, there is sufficient evidence to make us believe that library education whenever and wherever obtained has the following universal objectives :

1. To impart principles and theories of library science.
2. To transmit knowledge that is expected subsequently to be useful in the work lives of the recipients of such knowledge.
3. To produce the required and necessary manpower to handle the many aspects of library and information service.⁹

It is now clear that the environment of library education and training are inevitably conditioned by the types of courses or curricula and that are accordant with the values and priorities of each country. To express our opinion in respect of aims, purposes and objectives of library education, we may agree with M. C. Lundu who says, "It is therefore, our considered opinion that no undergraduate or first professional qualifying programs relating to developing environments should be mounted or offered in a developed environment. Rather being useful to developing countries, such programs tend to have a disorientating effect on the receivers of such programs".¹⁰

9. M. C. Lundu, "Library education and training : at home or abroad ? A personal assessment and impressions", *International Library Review* (London: Academic Press, 1982), vol 14, pp. 365-66.

10. *Ibid.* pp. 374-75.

It may be said, "knowledge of people, local conditions and special circumstances" is crucial to the librarian's education.¹¹

Inspite of different opinions and arguments regarding the aims, purposes and objectives of library education one must admit, "They are also a reflection on current trends in library education and training in relation to the diverse and changing needs of each society. They certainly are an attempt to give some impressions of what library education and training is ideally meant to be for and what it does to individuals in any society".¹²

11. Ibid. p. 376.

12. Ibid. p. 378.

6:2 PRESENT POSITION OF THE COURSES OF STUDIES AND PATTERNS OF LIBRARY SCIENCE EDUCATION AND TRAINING IN BANGLADESH

Present Position of the Courses of Studies

The treatment of the present position of curriculum is the output of historical changes and development of courses of studies on education for librarianship in Bangladesh described in the preceding chapters (chs. 3-5). The gradual revisions of courses of studies of the Department of Library Science, University of Dhaka, the only post-graduate teaching programme in Bangladesh, have been made in the process of social evolution. Simultaneously the present courses of studies on library education in the Training Institutes are the effect of such necessary revisions and modification. Similar development is found in case of undergraduate study for librarianship in Bangladesh.

Social change, educational policy and curriculum planning are correlated to one another. So the curricula on education for librarianship in Bangladesh were required to have been remodelled on the growth and development of large number of libraries in the society concomitant to social change and revised educational policy. Thus the present courses of studies at different levels of education for librarianship in Bangladesh has come into practice through gradual changes and developments.

The curricula of 1975-76 for post-graduate Diploma and Master's degree courses in Library Science were revised once again

in 1978-79 (ch. 4:2) and continued upto the session 1981-82. Thereafter it was modified in 1982 with minor revision and changes in the outline and in the course content. This modification mainly removed the overlapping topics in the areas of library administration, Evaluation and selection of library materials, Bibliography and Reference and Documentation etc. The modified curriculum of 1982-83 is now followed. Thus the present courses of studies for one-year post-graduate Diploma and two-year Master's degree programmes in Library Science of the University of Dhaka, stand as follows :

A. Diploma Course in Library Science (one year)¹³

<u>Paper</u>	<u>Main outline</u>	<u>Marks</u>
I	History of books and libraries	100
II	Classification (theory)	100
III	Cataloguing and Indexing (theory)	100
IVA	Bibliography	50
IVB	Reference	50
V	Library Administration	100
VI	Evaluation and selection of library materials	100
VIIA	Classification (practical)	50
VII B	Cataloguing (practical)	50
VIII	Archives & Viva Voce	75 25
		100

13. Dhaka University, Syllabuses for Diploma in Library Science for the sessions 1982-83 to 1984-85, p. 2.

B. Master's degree Course in Library Science (2 year)¹⁴First YearM. A. Preliminary in Library Science

<u>Paper</u>	<u>Main outline</u>		<u>Marks</u>
I	Social function of libraries		100
IIA	Classification (theory)	50	100
IIB	Cataloguing (theory)	50	
IIIA	Bibliography	50	100
IIIB	Reference	50	
IV	Elective paper (any one) :		100
A	Library administration and organization		
B	Audio-visual aids in libraries		
C	Archives		
D	Abstracting and indexing		
VA	Classification (practical)	35	100
B	Cataloguing (practical)	40	
C	Viva-Voce	25	

Second YearM. A. Final in Library Science

<u>Paper</u>	<u>Main outline</u>		<u>Marks</u>
IA	Advanced Classification (theory)	50	100
IB	Advanced Cataloguing (theory)	50	
IIA	Gr. I - Advanced Classification (pract.)	25	100
	Gr. II- Advance Cataloguin (pract.)	25	
IIB	Research methods	50	
III	Documentation & Information Retrieval		100
IV	Library system & services (elective any one):		100
A	The National Library		
B	The Public Library		
C	The Special Library		
D	The Academic Library		
E	The Medical Library		
V	Guided Research	75	100
	& Viva-Voce	25	

14. Idem. Syllabuses for M. A. Preliminary and M. A. Final courses for the session 1982-83 to 1984-85.

C. Master of Philosophy (M. Phil.) in Library Science (2 year)

In accordance with the Ordinance and Regulations of the University of Dhaka for the Degree of Master of Philosophy (M. Phil.) course in Library Science was approved in the session 1975-76. The prescribed syllabuses and courses of studies for M. Phil. programme are mentioned earlier in chapter 4:3.

D. Doctor of Philosophy (Ph. D.) in Library Science (2-5 years)

In consonance with the Ordinance and Regulations for the Degree of Doctor of Philosophy (Ph. D.) of the University of Dhaka, a candidate is to submit a thesis on approved topic in Library and Information Science within two to five years of research work after registration at the University for Ph. D. Degree as discussed earlier in chapter 4:3.

E. Course of Studies of Library Education and Training in NIEAER (2-4 weeks)

The present modified curriculum of the short course of Library Education and Training for graduate teacher-librarians of secondary schools at the NIEAER, Dhaka, is as follows :¹⁵

1. Library - definition and brief historical note on the development of libraries.
2. The book - parts of a modern book and their uses.
3. Types of libraries - their role
4. The school library - its role in raising the standard of secondary education.
5. The school librarian - his duties and responsibilities.
6. Book selection and acquisition (with special reference to building library collection in the school).
7. Accession methods
8. Classification - its importance. Dewey Decimal Classification.
9. Cataloguing - importance, different types of entries.

15. NIEAER, Courses of studies for library training and education, 1982.

10. Reference service - introducing the basic reference books
11. Circulation - charging systems
12. Library period - teaching the use of books and other library materials
13. Fostering reading habit - publicity
14. School library finance
15. Library building - furniture and equipments
16. Preservation of library materials
17. Yearly report - stock-taking, weeding etc.
18. Library committee - library rules.

F. Courses of Studies of Library Education and Training in Teachers' Training Colleges (10 months)

The courses of studies of Library Education and Training in Teachers' Training Colleges, for graduate teachers undergoing training for a period of ten months, normally commence from July each year.

The following courses of studies are introduced as an optional paper of 100 marks in the curriculum of Teachers' Training Colleges. ¹⁶

Library Planning

1. History of books and libraries :
 - a. History of book production : Ancient time to modern ages
 - b. Origin and development of libraries: Ancient time to modern world.
2. Kinds of libraries :
 - a. National Library
 - b. Public Library
 - c. Academic Library
 - d. Special or Research Library
3. a. Medium of knowledge - its kind : different parts of books and its place in ingenious formation.
b. Processing of books from purchase to shelves
4. Use of libraries, necessity of evaluation and selection of books. Balanced book collection.
5. Main purpose of classification of library materials : Division of knowledge. Brief discussion of Dewey Decimal Classification.
6. What is catalogue - functions-physical form-catalogue and bibliography-different entries of catalogue-its analysis and use.
7. Library management and accession, collection of books and periodicals, process of stock-taking and weedingout.

16. Dacca University, Dacca Teachers' Training College, Curriculum and syllabus, 1981-82, pp. 18-19.

8. Reference collection and its use-kind of reference materials- dictionaries, encyclopaedias, annuals, directories, ~~gazetteers~~, indexes, bibliographies and handbooks or manuals etc.
9. School library : Analysis of school library. Create encouragement among the students to use library.
10. Recommendation of Bangladesh National Education Commission in respect of establishment and development of libraries.
11. Methods of preservation of library materials.

Undergraduate level :

The present course of studies of undergraduate Certificate Course of the Library Association of Bangladesh (LAB) have come into effect through gradual changes and development.¹⁷

A. Certificate Course in Library Science (6 months)

<u>Paper</u>	<u>Subject</u>	<u>Marks</u>
I	Library Organization and Administration	100
II	Classification of books :	
	a. Theoretical	100
	b. Practical	50
III	Cataloguing of books :	
	a. Theoretical	100
	b. Practical	50
IV	Book Selection	100
V	Bibliography	100
VI	Reference and Public Relations	100

B. Certificate Course in Librarianship (6 months)

The syllabus of defunct six months' undergraduate certificate course of Bangladesh Library Council (BLC) has been shown in chapter 3:5. This syllabus is almost like that of LAB except the new inclusion of 'Abstracting and Indexing' service for the purpose of special libraries in Bangladesh.

17. LAB, Syllabus for Certificate Course, 1982.

Pattern of Library Science Education and Training

The present courses of studies of library education at different levels in Bangladesh have been studied. Now the existing pattern of library science education and training in the country is shown in table I and II.

Table - I

The pattern of library science education and training at post-graduate level leading to the award of Diploma/Degrees and Certificates

Sl. No.	Sponsor	Level of education	Qualifications for admission	Duration	Objectives	Nomenclature
1	Dhaka University	Post-graduate Diploma	Degree in arts/com/sc. with at least one 2nd divn.	1 year	To train for jr. professionals	D.L.Sc.
2	Dhaka University	Master's Degree	Degree in arts/com./sc. with at least two 2nd divn. holders for diploma holders	2 year for M.A. Prel. 1 year for diploma holders	To train for sr. professional & teaching positions	M.A.
3	Dhaka University	M.Phil. Degree	At least 2nd class Master's degree	2 years	To prepare for advanced study & research	M.Phil.
4	Dhaka University	Ph.D. Degree	M.Phil. or 2nd class Master's degree in Lib.Sc. with 2 yrs. post-graduate teaching & research publications	2-5 yrs.	Advanced study and research for sr. professional & teaching positions	Ph.D.
5	NIEAER, Dhaka	Certification	Graduate teachers of secondary schools	2-4 weeks	To train teachers for part-time librarian	Certificate
6	T.T.Colleges (Dhaka, Rajshahi, Khulna, Mymensingh)	Certification	Graduate teachers in training	10 months	To prepare teacher-cum-librarian for secondary school	Certificate

Table - II

The pattern of library science education at undergraduate level leading to the award of Certificates

Sl. No.	Sponsor	Level of education	Qualification for admission	Duration	Objective	Nomenclature
1.	Library Association of Bangladesh	Certification	MSC	6 months	To train for sub-professional positions	Certificate in Library Science
2.	Bangladesh Library Council	Certification	MSC	6 months	To train for sub-professional positions	Certificate in Library Science (now defunct)

6:3 EVALUATION OF THE PRESENT COURSES OF STUDIES ON EDUCATION FOR LIBRARIANSHIP IN BANGLADESH

Prespectice of Evaluation

We have depicted the present courses of studies and pattern of Library Science Education and Training in Bangladesh in the preceding section. Now we may discuss how far these courses, at different levels of education for librarianship, are suitable for Bangladesh in the context of her socio-economic and educational condition to realize the aims, purposes and objectives of library education in our society. To justify the appropriateness of the courses of studies in vogue in Bangladesh, we are to evaluate the same with due consideration to the factors, viz. (i) the needs of our society on the one hand and (ii) emphasis on more progressive curricula of modern world on the other.

In consideration of the above facts, firstly, it is observed that the new-born sovereign state aimed at mass-oriented education for the uplift of her society as a whole. Consequently, there is about a four-fold increase in the number of schools, colleges and departments of the universities in Bangladesh after independence. Similar is the ration of expansion in the fields of engineering, medical, agricultural, commercial, legal, vocational and other professional institutions. In solving the problems encountered in every sphere of our national activities, library has become an integral part of these institutions and organisations.

Thus a good number of libraries came into existence but there is a shortage of qualified manpower.

Secondary, in this situation of libraries in our society, we are badly in need of more qualified manpower as well as urgent demand of proper dissemination of knowledge through modern methods and techniques of librarianship to a great extent. So in view of the situation, the librarians and the users of library of this country criticise the shortcomings of the present courses of studies, especially at post-graduate level, and demand for training up the students on modern lines with the elements of more progressive curricula of developed countries suitable to meet the present as well as immediate future needs and demands of librarianship in Bangladesh. There should be a happy relation between the teachers of library science and librarians of this country in evaluating the present courses of studies with a view to designing the future curriculum. To reach the concordant opinion, the majority of the senior librarians have been consulted. They did not or could not give any clear picture of suitable curricula for Bangladesh except speaking of the progressive curricula of developed countries. It is, however, suggested that in view of our local condition and needs we may evaluate the present courses of studies and take up the rudiments of progressive curricula suitable for librarianship in Bangladesh.

It is found through intensive study of practical service situation of libraries that the academic libraries are comparatively discharging good reader-oriented services rather than the

special or research libraries and the public as well as national libraries in Bangladesh. Among the academic libraries, the university libraries are in the top position and of which the Dhaka University Library, the oldest and the premier library of its kind in Bangladesh, has been rendering reprography services that included microfilm readers, microprinters, microfiche readers, photocopying machines etc. for the use of serious readers and research workers. It has deployed the modern methods of preservation, including Thymol and Paradichlorobenzene fumigation, for the protection and use of rare books and more than 50,000 thousand manuscripts of oriental languages. The other university libraries have employed microfilm processes to a smaller extent and photocopying services to a greater extent. Similar is the rate of enforcement of mechanical services in important major special or research, public and national libraries in Bangladesh.

Bangladesh is a developing country. So in the context of her aforesaid socio-economic and educational progress the library services throughout the country need modernization. This can very much be done by infusing the desirable elements of progressive curricula of developed countries in the teaching programme of librarianship in Bangladesh.

Evaluation of the Present Courses of Studies

In defence of genuine needs and demands to make the present courses of studies for existing situation and immediate future needs for librarianship in Bangladesh, we may evaluate the present curri-

cula in the context of aforesaid enterprises of socio-economic, educational and library development in the country. In evaluating the curriculum on education for librarianship in Bangladesh it has been observed that both the undergraduate certificate course and post-graduate Diploma and Master's degree courses were oriented with western tradition.

The present curricula (ch. 6:2) have been achieved through historical changes and development in the context of changing politico-socio-economic and educational conditions of Bangladesh. The success of national education, research and other development policies and programmes mostly depend on the use of collections in libraries, so the proper dissemination of information by interpreting those collections through modern methods and techniques of librarianship is necessary. So in the context of existing situation of the country, the present curriculum needs to be properly examined and evaluated to see whether the courses of library science meet the changing needs of libraries and documentation centres at present and for the near future in Bangladesh.

In the preceding section, we saw how the basic elements of the present curricula were organized in the context of 'traditional' or 'classical' curriculum model in terms of aims, objectives, contents and methods of library education vis-a-vis social change, educational theory and historical development in the country.

Therefore, in course of evaluation, "we need to make sure that the curriculum is relevant to modern society but not necessarily subservient to undesirable aspects of it".¹⁸ Then it is necessary to study how far the present courses of studies are suitable to meet the aims and objectives of library education in Bangladesh.

1. Undergraduate Courses

The present curriculum of undergraduate certificate course of the LAB has brought no new elements except 'core' papers of traditional librarianship viz., Library Organization and Administration, Classification and Cataloguing (theory and practical), Bibliography, Reference, Book Selection. Formerly 'School libraries' was one of the papers in the curriculum (ch. 3:3) but unfortunately it was dropped. This should have been in the () curriculum because this level or standard of library education is mainly meant for sub-professionals and that is also suitable for schools in Bangladesh.

The curriculum of undergraduate certificate courses conducted by the BLC (ch. 3:5) is identical with that of LAB so far as the traditional librarianship at elementary stage is concerned. The Council, on the basis of enormous growth of special libraries in the country, emphasized on the area of special librarianship and as such it included 'Indexing and Abstracting' (ch. 3:5) as one of the papers in the curriculum.

18. Denis Lawton, "Why change the curriculum?" in Theory and practice of curriculum studies by Denis Lawton et al. (London: Rutledge and Kegan Paul, c1978), p. 277.

2. Library Education and Training Courses

The lengthy curricula of library education and training at NIEAER and Teacher's Training Colleges (ch. 6:2) need to be minimized with the inclusion of relevant aspects and exclusion of undesired elements of school librarianship suitable for secondary schools in Bangladesh. Inasmuch as the teachers of secondary schools are trained there with a view to running their libraries as teacher-librarian in absence of full-time librarian.

3. Post-graduate Courses

The present curriculum of one year post-graduate Diploma course in the Department of Library Science, University of Dhaka, has been the result of historical changes and development back from 1959 to 1975. In 1975's revision (ch. 4) 'Palaeography' was dropped owing to the establishment of the Institute of Modern Languages in the University of Dhaka where provision was made for students to learn any necessary language. The present courses of studies involve the 'core' papers of traditional librarianship viz., History of books and libraries, Classification and Cataloguing (theory and practical) Bibliography and Reference, Library administration, Evaluation and Selection of library materials and Archives. Although these 'core' papers including Archivology in the curriculum are required in the midst of present organizing stage of libraries in Bangladesh yet it needs modernization for the development of comparatively old and major libraries of the country mentioned earlier. However, with the introduction of two years Master's degree courses, the one

year post-graduate Diploma is treated as the first professional course. It is, therefore, presumed that 'fundamental subjects' should be mastered first by all the students at the first basic professional Diploma courses in the Department of Library Science, ^{only} the/post-graduate Institute in Bangladesh. Thereby it will serve the purpose of present situation of newly established and organized libraries on the one hand and shall serve as prerequisite for study of 'specialized subjects' in the final year Master's degree course on the other. But all will depend on nature of our profession, which in turn will depend always on the nature of society.

The present two year Master's degree courses of studies have brought some changes in view of developing condition of libraries in the country. Besides the 'core' papers of traditional librarianship, 'social function of library', 'audio-visual aid in libraries' and 'abstracting and indexing' are the new inclusions in the M. A. Preliminary course since 1975 (ch. 6:2).

In the M. A. Final course 'documentation and information retrieval' and 'library administration and organization' as elective paper (any one of the five kinds of libraries), have been included in 1975 syllabus. It has again reorganized in 'library system and services' as elective paper in 1978 (ch. 4:2) to make the students specialized in the services of any particular kind of library in view of changing situation of growing number of libraries of different kinds in Bangladesh. In the year 1982

the present courses of studies are formulated to cope with the prevalent situation of libraries in the country. The paper 'research methods' in libraries is again included as first step towards research.

The courses (ch. 6:2) as well as teaching methods of the Department of Library Science (ch. 4:4) are strongly criticised by the librarians and patrons of libraries on the plea of its various shortcomings in the existing growing and progressive situation of libraries in the midst of rapid developing socio-political, economic and educational condition of the country.

In the context of latest situation of the country and her libraries discussed earlier it was found that information retrieval system and reprography services were being expanded in the libraries of Bangladesh and as such 'reprography' requires to be included as one of the papers in the curriculum of M. A. Final year course. Since indexing and abstracting as well as reprography services are being rendered in important major libraries, mentioned earlier, of Bangladesh, the current problems of library and information services viz., (i) information storage and retrieval system, (ii) reprography and (iii) computer applications in the library should be included in the curriculum as an elective paper in order to help in the modernization of library services in Bangladesh.

It is evident that the courses of studies for M. A. Final year will be suitable if the above elective papers concerning the

current problems of library and information science are included to meet the existing situation of libraries and its services in the prevailing local needs. The content of the course relating to current problems of libraries and information services stated above needs to be reorganized. Because the content of the curriculum and the organization are extremely important to meet the needs of the libraries in the present situation. To some extent, a well-organized content of the curriculum reflects the achievement of the aims and objectives of professional school. In many professional schools all over the world, establishing and introducing the multi-disciplinary approach to broad fields have taken place. Such an introduction not only helps a student to acquire a wide general knowledge but also effectively relates skills vs principles in different situations. As the content is important in a curriculum so is the organization. The organization will be efficient when the issue of sequence and relationship are planned well.¹⁹

In the context of both organizing and developing state of libraries in Bangladesh it is strongly felt that our librarians need to be trained in conventional library techniques as well as in modern technological skills that are necessary for organizing documentation, information, storage and retrieval techniques, reprography, system analysis and computer applications in library services. Therefore, the basic elements of courses of studies in library science require to be provided with necessary specializa-

19. PKG Iyengar, "Interdisciplinary nature and methods of library education", J1 of Lib & Inf Sc. Delhi, Department of Library Science (University of Delhi:December 1976), vol. 1, no. 2, p. 162.

tion without effecting the students' required grasp of the essential unity of librarianship.²⁰ While making a review of the situation, it can easily be said that the present library science education in Bangladesh needs to be properly examined and evaluated so that a system which can help in meeting the changing needs of libraries and documentation centres can be evolved for the coming years. For this purpose, it is suggested that the Ministry of Education may appoint a properly constituted independent Review Committee at an early date.

In this situation of our evaluation is one of the most difficult concepts in the whole of curriculum studies yet attempt has been made to evaluate the curriculum in the context of local needs. Evaluation is almost unavoidably concerned with decision-making. It concerns course improvement, judgement of students' merit, administrative regulation—how good the school system is and how good the individual teachers are etc.²¹ We are concerned with the ideas of course improvement through the process of evaluation of the present courses of studies in Bangladesh within the purview of its local needs and circumstances keeping in view the new concepts and elements of librarianship in developed countries. It is expected that the ideas obtained through evaluation of the present courses of studies in this section will enable us to put forward the 'suggestions for designing the future courses of studies' on education for librarianship in Bangladesh.

20. Cf. K.A. Isaac, "Need for new directions in library education", *Jl of Lib & Inf Sc.* Vol. 1, no. 1 (June 1976), p. 21.

21. Cf. Denis Lawton, "Curriculum evaluation : new approaches", *op. cit.* p. 176.

6:4 COURSES OF STUDIES ABROAD AND ITS IMPLICATIONS

After evaluating the present courses of studies on education for librarianship in Bangladesh in the preceding section, we may now study the modern progressive curricula of developed countries including neighbouring one with a view to designing the future courses of studies on education for librarianship in Bangladesh. To avoid dependance of the reader ^{upon} unstated implicit assumptions and make the study accessible, the case study on curricula of some selected leading library schools of developed countries, viz. USA, UK, USSR, as well as developing countries, viz. the neighbouring India and Pakistan, is adopted.

U S A

The modern progressive courses of studies of some selected leading library schools in USA are described below for the purpose of this study :

1. Columbia University
School of Library Service
New York 10027

The first formal library school in the world was opened at Columbia College by Melvil Dewey in 1887; it was moved to Albany in 1889, where it became the New York State Library School. In 1926 the school was transferred to New York city where its name was changed to the School of Library Service, Columbia University. Courses are offered at the graduate level and lead to the MS degree. The MS programme is accredited by the ALA. A Certificate in Advanced Librarianship and DLS degree programme are also offered.

Content of CoursesMaster of Science degree

Basic Courses : Foundation of library and information science; introduction to library administration; information and reference service; fundamentals of organizing library collections; community library services; survey of multimedia materials; facilities and services in libraries; social science literature; humanities literature; science literature; critical analysis and evaluation of books for children; critical analysis of books and non-print resources for young children; critical analysis and evaluation of books for young adults; oral narration resources and techniques; critical analysis of books and non-print resources for older children; library work with children and young adults - objectives and services; field work - media centre; - community services; indexing; photo-reproduction of library materials.

Advanced Courses : Advanced reference services; oral history; administrative process in libraries; current problems in technical services; information systems; advanced cataloguing and classification; library building planning; library and information networks; education for librarianship; history of libraries and librarianship; research methods; aesthetic criticism of literature for children and youth; public library service for children and young people; history of children literature; government publications; preservation of library materials; management of archives and manuscripts collections; map resources and map librarianship; biomedical communication; legal literature; law librarianship; library services for people with special needs; music literature and librarianship; literature of the performing arts; business and economic literature; cooperative librarianship; major issues in the development of schools media services; school media centre supervision; problems in multimedia communication and management; introduction to descriptive bibliography; topics in descriptive bibliography; information and referral services.

Doctoral Degree

Seminars; library administration; education for librarianship; research methods.²²

2. University of Pittsburgh
School of Library and Information Science
Pittsburgh
Pennsylvania 15260

The Graduate School of Library and Information Science is the direct continuation of the Carnegie Library School founded in 1901 as the Training School for Children's Librarians, a department

22. UNESCO, World guide to library schools and training courses in documentation, 2nd edn.(London:Clive Bingley, c1981),pp. 483-84.

of the Carnegie Library of Pittsburgh. In 1961 the school was transferred in its entirety from the Carnegie Institute of Technology to the University of Pittsburgh. Today the Graduate School consists of two academic departments : the Department of Library Science and the Interdisciplinary Department of Information Science.

Content of Courses

Master of Library Science degree (MLS)

Basic curriculum plan (36 credit hours) : orientation (required course).

Five basic required courses (15 credit hours): mechanized information retrieval, collection and development and use; organization of library materials; principles of library management; introduction to communication.

Advanced Course - to develop a concentration in one area (12 credit hours): administration; communications; information science; resources and bibliography; technical process. Enrichment electives chosen in areas outside the field selected for specialization (9 credit hours).

Master of Science in Information Science degree (MS)

Basic : introduction to information science; philosophy of information science.

Major : information technology; information systems; information networks; interactive systems; information; communication and coding theory; assembly language programming.

Minor : foundations of behavioural theory; human factors in systems; practicum.²³

3. Case Western Reserve University School of Library and Information Science Cleveland, Ohio 44106

The school was founded in 1903; it belongs to the Case Western Reserve University. Courses offered at the graduate and post-graduate levels and lead to : an MSLS degree which can be supplemented by a sixth year programme; a Ph. D. in Library and Information Science programme. The MS programme is accredited by the ALA.

23. Ibid. pp. 498-99.

Content of CoursesMaster of Science in Library Science

Required courses : foundation of library science; history of children's literature; the library in the social revolution.

Other courses are chosen in various programme areas : academic library programme; archives management and administration; art library programme; children's library programme; drug information programme; health science librarianship and health science information programme; law librarianship programme; music, public or school library programmes; special libraries; information science; international programme in information science and library automation (MS degree programme).

Double degree programmes : archival administration (with graduate programmes in history of American studies); art librarianship (with the joint programme in art history offered by the Department of Arts and the Cleveland Museum of Art); Library management; music librarianship; urban librarianship (with the school of applied social sciences).

List of courses offered by the school (in addition to the required courses already listed): knowledge records in history; introduction to research; bibliographic organization and control; classification; information sources and services; government documents; children's literature; administration of school library media centres; library in the community; introduction to art librarianship; introduction to music librarianship; introduction to law librarianship; college and university libraries; archives and historical manuscript collections; health sciences communication networks; system analysis; introduction to information retrieval theory; library automation.²⁴

U K

In the United Kingdom the schools prepare students either for examinations conducted by the Library Association or for degrees or diplomas which are accepted by the Library Association as exempting students from those examinations.²⁵ The Library Association maintains a register of Chartered Librarians in 2 categories :

(1) A Fellow (FLA) must be qualified Chartered Librarian of at least 5 year's standing who may be elected to Fellowship by the

24. Ibid. pp. 492-93

25. UNESCO, World guide to library schools and training courses in documentation (London: Clive Bingley, c1972), p. 167.

Council upon acceptance of a thesis on a professional subjects; submission of acceptable published work; indication of acceptable professional achievement. (2) An Associate (ALA) is a fully qualified Chartered Librarian who has successfully completed an approved course of study followed by a year of training to qualified as a Licentiate of the Library Association, followed by two years of satisfactory professional practice.²⁶

The syllabuses of the Library Association and of some selected leading library schools in UK are delineated below :

1. The Library Association
7 Ridgmount Street
London WC1E 7AE

Syllabus

1. General professional examinations - part I
Paper 1 The library and the community(compulsory 3 hours paper);
Paper 2 Government and control of libraries(compulsory 3 hour);
Paper 3 The organisation of knowledge(compulsory 3 hours paper);
Paper 4 Bibliographical control and service(compulsory 3 hour);
 2. General professional examination - part II
List A: Paper 1 Academic and national libraries (3 hours paper);
Paper 2 Special libraries and information services
(3 hours paper);
Paper 3 Public (municipal and country) libraries (3
hours paper).
List B: Paper 11 Indexing (information storage and retrieval)
(6 hour paper);
Paper 13 Practical indexing (classification and
cataloguing) (3 hour paper);
Paper 21 Bibliography (6 hour paper);
Paper 22 History of libraries (3 hour paper);
Paper 31 Dissemination of information (3 hour paper);
Paper 32 Library service to young people (6 hour paper);
Paper 33 Hospital and welfare library services (3
hour paper);
Paper 34 Reference and information service(3 hour paper);
Paper 35 The promotion of library use(3 hour paper);
-
26. British qualifications: a comprehensive guide to educational, technical, professional and academic qualifications in Britain, 13th edn.(London: Kegan Page, c1982), p. 565.

- Paper 36 Library and local history (3 hour paper);
- Paper 37 International and comparative librarianship (3 hour paper);
- Paper 91 Archive administration and record management (3 hour paper);
- Paper 92 Palaeography and diplomatic (3 hour paper).

- List C:
- Paper 101 Bibliographical organization of language and literature (3 hour paper);
 - Paper 304 Bibliographical organization of social sciences (3 hour paper);
 - Paper 401 Bibliographical organization of fine arts (excluding music) (3 hour paper);
 - Paper 506 Bibliographical organization of agriculture (3 hour paper);
 - Paper 507 Bibliographical organization of medical (3 hour paper);
 - Paper 508 Bibliographical organization of science and technology (3 hour paper).

3. Post-graduate professional examination

- Section A:
- Paper G1 The Library in society (3 hour paper);
 - Paper G2 The management of libraries (3 hour paper);
 - Paper G3 Classification and cataloguing (3 hour paper);
 - Paper G4 Practical classification and cataloguing;
 - Paper G5 Subject bibliography.

- Section B:
- Paper G6 Historical bibliography (3 hour paper);
 - Paper G7 History of libraries (3 hour paper);
 - Paper G8 Analytical and descriptive bibliography (3 hour paper);
 - Paper G9 Modern book production (3 hour paper);
 - Paper G10 Indexing, abstracting and information retrieval (3 hour paper);
 - Paper G11 Bibliography and librarianship of children's literature (3 hour paper);
 - Paper G12 Library service for young people (3 hour paper);
 - Paper G13 Archive administration (3 hour paper);
 - Paper G14 Palaeography (3 hour paper);
 - Paper G15 Hospital and welfare service (3 hour paper);
 - Paper G16 International and comparative librarianship (3 hour paper);
 - Paper G17 Library services for science and technology (3 hour paper);
 - Paper G18 Literature and librarianship of local history (3 hour paper);
 - Paper G19 Other 3 hour papers may be taken from list C of the part II professional examination.

2. University College London
 School of Library, Archive and Information Studies
 Gower Street
 London WC1E 6BT

The basic qualifications offered are post-graduate Diplomas (Diploma in Library and Information Studies; Diploma in Archive Studies) and in addition courses leading to the University of London degrees of M.A., M.Sc., M. Phil. and Ph. D. A Certificate in Archive Administration is open to overseas students.

Content of Courses

Diploma in Library and Information Studies

- L1 Social and historical aspects of library and information service
- L2 Subject study : documentary and information sources
- L3 Cataloguing, Classification, Indexing and retrieval of information
- L4 Management of libraries and information service
- L5 The study of reading
- L6 Two of the following (papers) :
 - a) Historical bibliography
 - b) Oriental and African bibliography with special reference to an approved field of study
 - c) Information problems in science and technology
 - d) Information problems in social sciences
 - e) Modern printing and book production
 - f) Manuscript studies
 - g) Methods of investigating information problems
 - h) Reading and the use of books in education
 - i) Contemporary literature for children adolescents.

Special Lectures — Special lectures are available on the following topics : Printing by hand-press; microfilms and photocopy; handling of maps in libraries; computers in library and information science. It may be necessary to limit the attendance at certain lectures.²⁸

Diploma in Archive Studies

Basic instruction : Record office management; Records management; Preparation of finding aids.

Optional Subjects

- 4 Administrative history, early
- 5 Administrative history, English modern
- 6 Administrative history, overseas

28. University College London, School of Library, archive and information studies, Prospectus, 1978 (Terms upto the session 1979-80), p. 5.

- 7 Reading and interpretation of documents, English, medieval
- 8 Reading and interpretation of documents, English, modern
- 9 Reading and interpretation of documents, foreign languages
- 10 Description and listing of documents
- 11 The law of real property
- 12 Local government organization
- 13 Historical and bibliographical sources, English and Wales
- 14 Historical and bibliographical sources, overseas
- 15 The history and development of company law and accounting
- 16 The history and literature of science and technology
- 17 The use of computers in record offices.²⁹

M. A. in Library and Information Studies

- a) Courses work submitted during the period of attendance,
- b) Three papers in a written examination taken during the month of June,
- c) A report of the approved specific topic, normally of not more than 15,000 words, to be presented by 30th September of the year in which the written examination is taken, and
- d) An oral examination at the discretion of the examiners.

Any two of the following fields of study :

- 1 The organization and retrieval of information
- 2 Bibliographic needs and provision in selected subject areas
- 3 The organization and management of library and information services
- 4 Historical bibliography
- 5 Manuscript studies
- 6 Printing, publishing and the book trade
- 7 Historical and social studies
- 8 Information systems and automation
- 9 Theory and method of information science
- 10 Regional studies : bibliographic needs and provision
- 11 Comparative studies of library and information service
- 12 The study of reading
- 13 Reading and the use of books in education
- 14 Contemporary literature of children and adolescents.

M. Phil. and Ph. D. in Arts (Library and Information Studies)

These degree are awarded for approved work presented for examination in thesis form, supplemented, when required, by oral examination. For both degree the minimum qualifications for admission are similar to those for the M.A. For Ph. D. a higher level of adequate and professional maturity is expected. Admission is normally to the M. Phil. Degree in the first place, with provision for transfer to the Ph. D. in suitable cases. For full time students the minimum courses is two years for the M. Phil. and usually three years for the Ph. D. Part-time courses are likely to be twice the length in each case. Candidate for these degree may be accepted at any time in the session, at the discretion of the Director and subject to University approval.³⁰

29. Ibid. pp. 13-15.

30. Ibid. pp. 10-12.

3. University of Wales
 College of Librarianship Wales
Aberystwyth, Dyfed SY23 3AS

College of Librarianship Wales is the largest institution in Britain teaching library and information studies. Its specially equipped academic buildings and modern residential and social facilities are grouped on a beautiful campus.

Various sets of courses lead to a number of degree :

- Undergraduate : 1 A joint Honours Degree Course (B Lib). Three years (four years if foreign language is studied): Study of librarianship and one subject from a list of over 40 offered by Faculty of Arts, Science, Economic and Social Studies of the University College of Wales, Aberystwyth.
- Post-graduate : 2 A Post-graduate Diploma Course (Dip Lib). One year (October to June).
- Research Studies: 3 A Master's Degree Programme (MLIB). One year full time research or advanced study for two years part-time research for those who hold a first degree or a post-graduate diploma in library and information studies or the FLA.
- 4 Supervision of research for the Fellowship of the Library Association.
- 5 Continuing education. Short courses and International Graduate Summer School for practising librarians.

The Joint Honours Degree and Post-graduate Diploma programmes are approved by the Library Association for the purpose of Registration as a Chartered Librarian, and the Post-graduate Diploma is approved for membership of the Institute of Information Scientist.³¹

31. British qualifications, op. cit. p. 567.

Content of Courses

Undergraduate programme : A Joint Honours Degree of Bachelor of Librarianship (B.Lib.).

A. Courses in the College of Librarianship Wales

Part I (First year) : 1 The social context and management of libraries I.
2 The organization of knowledge in libraries II
3 Sources of information

Part II(Second year): 1 The social context and management of libraries II
2 The organization of knowledge in libraries II
3 Physical bibliography
4 An optional course chosen from : History of libraries, libraries and librarianship in wales, Palaeography and diplomatic, archive administration, communication and mass media, international and comparative librarianship, literature and libraries for young people, physical and historical bibliography, computers and mechanization in libraries, the cataloguing and indexing of non-book materials, publishing, book selling and libraries, the evolution of British journalism, school librarianship and management of learning resources, health and welfare library and information services, modern records and record management, audiovisual readers, the library in its social and cultural context, planning library buildings, the art of the book.

Part II (third year): 1 The social context and management of libraries III
2 Either advanced classification and cataloguing or information storage and retrieval
3 Either historical and analytical bibliography of documentation
4 A further optional course chosen from 4 above

Assesment is by course work in all three years and by formal written examinations at the end of the first and final year.

B. Courses in the University College of Wales

Various courses are offered by the Faculty of Arts and the Faculty of Science. Students pursue courses two part one subject and one part two subjects.

Paper One (First year)

- a) Arts-based : American studies, art history, classical studies drama, economics, education, English, French, geography, German, Greek, history, international politics, Irish, Italian, Latin, law music, philosophy, politics, pure mathematics, sociology, Spanish, Visual Art, Welsh, Welsh history.
- b) Science-based : Applied mathematics, biochemistry, biology, botany, chemistry, computer science, economics, education, geography, geology, philosophy, physics, statistics, zoology.

Post-graduate Diploma in Librarianship

Studies in library management - the library in society, management studies in library and information work, the organization of knowledge in libraries, information system theory, bibliographical studies, subject bibliography.

One of the following (one paper) : History of libraries, libraries and librarianship of Wales; Palaeography and archive administration; communications and the mass media; cooperative librarianship; literature and libraries for young people; physical bibliography; historical and analytical bibliography; physical and historical bibliography; computers and mechanization in libraries; the methodology of research and its presentation; construction and maintenance of index languages; testing and evaluation of information retrieval systems; information management, systems and services; school librarianship and management of learning resources; modern records and records management; health and welfare library and information services; evaluation of British journalism; contemporary book and media trades; media technology for librarians; author-reader communication; social history of the organization of knowledge; the library in its social and cultural context.³²

Research Studies : Fellowship of the ALA (by thesis), a degree of Master of Librarianship (MLIB) (by thesis or alternative regulations course work plus dissertation).³³

32. UNESCO, op. cit. 2nd ed. p. 418.

See also. College of librarianship Wales, Prospectus 1984-85, pp. 6-10.

33. UNESCO, Ibid. p. 414.

U S S R

In USSR there is now a three tier system of library education consisting of :

- a) Courses offered by special secondary schools or department of librarianship in cultural and educational secondary schools. These courses prepare librarian for middle grade post and are of three years duration.
 - b) Courses offered by the Institutes of Culture for higher grade librarians and are of four years duration.
 - c) Post-graduate courses offered by Institutes of Culture.³⁴
1. Vsesojuznyj Institut Naucnoj I Tehniceskoj Informacii (VINITI) (All-Union Institute for Scientific and Technical Information), Baltijskaja ul 14
Moscow A-219

Programme (Courses of Studies)

Post-graduate Doctoral courses in scientific and technical information.

Specialization-Scientific and technical information. Introduction; subject, basic programmes and methods of scientific and technical information; sources of information; basic procedures for processing of documents; procedure of semantic processing of documents; classification; subject matter division; preparation of bibliographic description; annotation; abstracting; reviewing; translation; problems of mechanization of these processes, editing; procedures of non-semantic processing of documents and technical means applied; copying, storage, duplication, teletransmission; abstracting journals; bibliographical indexing; information and referral services; bibliographical services; information retrieval systems;

2. People's University in Scientific and Technical Information.

Specialization - Fundamentals of information

Foundation of information theory and practice; methods of analytico-synthetic processing of documents; main principles of information retrieval system design; mechanization and automation of information processes; organization of information activities in the USSR and other countries.

3. The UNIDO/Unesco Interregional Courses on Industrial Information for developing countries. Each year UNIDO organizes a training programme for industrial information officers and documentalists in co-operation with the USSR (VINITI training programme) and Unesco.³⁵

34. B. Sengupta and B. Chakravarty, Library, Library science and librarianship (Calcutta: World Press, 1981), p. 138.

35. UNESCO, op. cit. 2nd edn. pp. 379-81.

INDIA

The content of the courses of studies of Bengal Library Association and of some leading departments of Library and Information Science in the Universities of India are depicted below :

1. Bengal Library Association
P-134 CIT Scheme no 52
Calcutta 700014

Courses initially organized in 1937. The Bengal Library Association has working relation with the central library of University of Calcutta. The courses are offered on a permanent basis at the undergraduate level and lead to a Certificateⁱⁿ Library Science which recognized at the national level.

Content of Courses

Classification (theory and practical)
Cataloguing (theory and practical)
Library organization, administration and extension work
Bibliography and book preservation (theory and practice-project work)
Reference service and book selection (theory and practice-project work)³⁶

2. University of Bombay
Department of Library Science
University Library
Fort, Bombay 400032

Courses offered at two levels lead respectively to : a Bachelor's degree in Library Science; and a Master's degree in Library Science. Graduates from any university recognized by the University of Bombay, and who have a working knowledge of English language may be admitted, Experience in library work is desirable. Courses commence during the first week in July and last one academic year.

36. UNESCO, op. cit. 2nd edn. pp. 245-46.

Content of Courses

Bachelor of Library Science (B.Lib.Sc.)

- Part I : Modern library development; Bibliography-book production and mass communication; Library management; Library Classification-theory; Library cataloguing-theory; Reference service; Documentation and information work.
- Part II: Practical examination on : classification; cataloguing Indexing and abstracting; reference (oral); project report.

Master's Degree Courses in Library Science (M.Lib.Sc.)

- Group A : Comperative studies in librarianship I; Comperative studies in librarianship II; Research methods and documentation techniques; Current development in library science.
- Group B : Dissertation - 300 marks.
- Group C : Oral and Viva-voce.³⁷

3. University of Delhi
Department of Library and Information Science
Tutorial Building
Delhi 110 007

Courses offered at the post-graduate levels and lead to four degrees : the Bachelor of Library Science (B.Lib.Sc.); the Master's degree in Library and Information Science (M.L.I.Sc.); the Master of Philosophy degree (M. Phil.); the Doctor of Philosophy degree (Ph. D. Lib. Sc.).

Content of Courses

Bachelor of Library Science

- First semister : Library classification (theory and practice); Library cataloguing (theory and practice); Reference and Information sources; Library and society.

37. University of Bombay, Department of Library Science, Current Syllabuses (received through correspondences).

Second semester : Library classification (theory and practice);
Library cataloguing (theory and practice);
Reference and information service; Library
administration and management.

Master of Library and Information Science

First semester : Universe of knowledge; Depth classification (theory);
Library system analysis and elements of statistical
methods. Bibliography and literature — any one:
Humanities; natural sciences; social science;
medical science; agricultural science; engineering
and technology. Current problems in library and
information science — (a) Literature surveys
(b) Field surveys.

Second semester : Depth classification (practice); Advanced library
cataloguing (practice); Any one : Information
storage and retrieval systems; Reprography; Compu-
ter application in library. Any one : Public
library systems; academic library systems; research
and technical library systems; medical library
systems; agricultural library systems; engineering
and technology library systems. Current problems in
library and information science. Project report
(including viva-voce).

Master of Philosophy

First semester : Research methods; library planning and management.
Any one : University and college library systems;
research and technical library systems; public
library systems; information processing and orga-
nization; information transfer and dissemination;
comparative librarianship; education of library
and information science.

Second semester: Dissertation — The topic and details of the
dissertation shall be finalized by the Master
of Philosophy Committee.³⁸

PAKISTAN

The courses of studies of leading library schools and library
Association of Pakistan are narrated below :

1. University of Karachi
Department of Library Science
Karachi - 32

38. University of Delhi, Department of Library and Information
Science, Current syllabuses (received through correspondences).

Courses offered at the post-graduate level and lead to: (a) Diploma in Library Science, (b) M. A. in Library Science and (c) Ph. D. in Library Science.

Content of Courses

Diploma in Library Science (1 year)

History of books, libraries and librarianship; bibliography and selection of library materials; classification and cataloguing of library materials; library administration and organization; or: college library administration and organization; school and children's library administration and organization; information and reference services.

Master of Arts in Library Science (2 year)

Literature of special fields (humanities and social sciences); or: Literature of science and technology; advanced bibliography; evaluation, selection and development of library collection; advance classification and cataloguing; library service to children and young adults; or: public library service; or special library service; or university service; or archival library service methodology or research in library science and guides investigation of selected problems.³⁹

2. University of Punjab
Department of Library Science
New Campus
Lahore 20

Post-graduate Diploma and Master's degree courses are offered.

Content of Courses

Diploma in Library Science

Introduction to subject analysis (theory and practical); Introduction to cataloguing (theory and practical); Foundations of librarianship; Principles of library management : (a) introduction to bibliography and history of books (b) Collections development: bibliography and collections development; Reference services and sources.

39. UNESCO, op. cit. p. 120.

M. A. in Library Science

Comparative classification and advanced cataloguing; Information science and systems, serials librarianship; Research methods in library science; Any one : Management of College and University libraries; public libraries, Management of school libraries and library service to children; Special libraries and documentation centres. Any one : Literature of Islam and literature of Pakistan; Resources in the humanities, social science and technology; comparative and international librarianship. Any one : Management of library operation; thesis on an approved topic.⁴⁰

3. Pakistan Library Association
C/O Khyber Medical College
Peshawar, N.W.F.P.
Pakistan

Pakistan Library Association in conjunction with the curriculum Wing, Ministry of Education, the subject of library Science has been included in the new scheme of studies for Intermediate classes optional subject.

Library Studies :

Part I : (a) Introduction to the books and libraries; (b) Use of libraries, (c) Use of books.

Part II : (a) History of books and libraries, (b) Use of Libraries II (c) Use of books II, (d) Revision of course (Review and articulation of first paper with second paper).⁴¹

Implications of Modern Courses of Studies

We have studied the latest programmes and content of courses of studies of a good number of school/departments of Library and Information Science of some selected leading developed as well as developing neighbouring countries and found the changes that are taking place in all countries owing to the increase in the possibilities of communication between human beings have had dramatic

40. University of Punjab, Department of Library Science, Current syllabuses (received through correspondances).

41. Pakistan Library Association, Curriculum in Library Science for Intermediate class (XI-XII) (PLA, 1983), pp. 3-14.

effect on national, public and research libraries. The effect has been greatest on the libraries in industrially well-developed countries, since they have had to keep abreast of the increasing flow of scientific, technical and social information that has accompanied their national economic and social advance. At the same time the newly industrialized countries have felt the impact of the greatly increased amount of technical and scientific information and have had to establish suitable methods of assembling and using it (information) profitably.⁴²

To begin with a definition of the term 'core curriculum': 'Core curriculum' is fundamental segment of the library school programme which is pertinent to all types of libraries and which ought to be mastered by all library students. This definition is found, in one form or another throughout the literature which has dealt with library education. In putting this definition into practice, library schools have developed various models and approaches. But as one author described the situation back in 1946,⁴³ 'in general the basic subjects are book selection, cataloguing and classification, reference, administration, and the history of books and libraries — or at Chicago, the library and society !'⁴⁴

An important conference of library education held at the University of Chicago in 1953 affirmed the basic areas of the core,

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42. H. C. Campbell, "Some implications for libraries of communications satellites", *Unesco Bulletin for libraries*, Vol. XX, no. 2 (1966), p. 129.
43. Guy A. Marco, "Recent adventures of the American core curriculum", *Unesco Bulletin for libraries*, vol. XXXII, no. 4 (1978), p. 279.
44. J. L. Wheeler, "Progress and problems in education for librarianship", (New York: Carnegie Corp., 1946), p. 59. Quoted by Guy A. Marco op. cit. p. 279.

using somewhat different terminology, and adding concepts of communication, research and philosophy of librarianship.⁴⁵ The 1950s and early 1960s were a period of consensus in thinking about the core. In 1961 it still appeared that "the basic courses, stressing knowledge which should be common knowledge for all librarians, usually include an introductory course such as library backgrounds or the library in society, the book selection, cataloguing, a general course in administration and at least two bibliography or reference courses."⁴⁶ Then the turbulent 1960s made their numerous impacts on library schools. The computer entered the curriculum; indeed it soon took a place in the core.⁴⁷

The effect of communication satellites in the period 1965 to 1980 on national, public and research libraries is found in both developed and newly developing countries. Particular attention is paid to the needs of newly developing countries since they require a greater initial investment in research libraries in order to handle the full range of available information.

Immediately after the Second World War the need for the reorganization of national and international bibliographic and documentation activities became apparent. At this time electronic communication and data processing methods began to have their first impact on traditional library methods and practices. The general result, at least in the United States of America, the USSR and Great Britain, was the partial automation of many of the traditional functions of the larger national and public libraries, and the development of rapid means of indexing, abstracting and communicating the

45. L. Ashein ed. "The core of education for librarianship", ALA (1954), Quoted by Guy A. Marco. op. cit. p. 279.

46. Martha Boaz, "USC library education institute summary", J1 of edn for librarianship, vol. 2, no. 2 (Autum 1961), p. 72.

47. Guy A. Marco, op. cit. p. 280.

vastly greater amount of knowledge required by scientists, research workers, managers and all others engaged in the use of information.

Coupled with this interest in applying automation to national systems of libraries and information services, was the growth of research programmes in the USSR, the United States, Great Britain, France and Germany in the field of information handling. National libraries and library services in the developed countries play a significant part in this work. A recent issue of 'current research and development in scientific documentation' reports the following types of organizations working in this field, most of them supported by some form of government financial aid :

Governmental organizations such as the United States Atomic Energy Commission, the National Bureau of Standards, the Library of Congress, the United States Patent Office, the National Library of Medicine in the United States.

In the United Kingdom, in addition to the National Lending Library for Science and Technology, there are the National Physical Laboratory and the United Kingdom Atomic Energy Authority.

In the USSR, the chief service is Vinit, the Institute of Scientific Information, Academy of Sciences of the USSR, but research is done in the Institute of Cybernetics, Academy of Sciences of the Ukrainian BSR, and at the First Moscow State Pedagogical Institute of Foreign Languages.

Of the government organizations which have developed notable systems utilizing high-speed computer and print-out devices, an

early example is the Medical Literature Analysis and Retrieval system (MEDLARS) developed by the Bibliographic Division of the United States National Library of Medicine.⁴⁸

The value of transfer of communication through high-speed mechanical processes is equally important to economically well-developed and to newly developing countries. "Both require a constant supply of up-to-date information in order to improve their economic condition".⁴⁹ The advent of the computer into the library has a profound impact on librarians, not so much because of what it does or can do directly to the library or librarians, but because of the effect it has on library patrons.⁵⁰

It is important that library education should enable the students to grasp the essential unity of librarianship whatever special applications there might be. Excessive specialization carries with it the threat/vitiating this paramount objective and of librarianship being fragmented into a number of disparate specialties with no centripetal cohesive force. This trend has to be checked and care should be taken to see the specialization is really built around and not/away from the basic core programme that should serve as the real unifying factor.⁵¹

Finally we should think of the impact to be made on professional education in every country by the issuance of IFLA's

'Standards for Library School'.⁵² This document calls for 'a divi-

48. M. C. Campbell, op. cit. pp. 129-30.

49. G.L. Lawrence, "The computer as an instructional device: new directions for library user education", Library Trends, Summer(1980), vol. 24, no. 1, p. 147.

51. K. A. Isaac, op. cit. p. 27.

52. "Standards for Library Schools". IFLA journal, vol. 2, no.4(1976), pp.209-23. Quoted by Guy A. Marco, op.cit. pp. 282-83.

sion between fundamental "core" subjects, and specialized subjects', and proposes that 'fundamental subjects' should be mastered first by all students in the school, and should serve as prerequisites for study of specialized subjects.

6:5 SUGGESTIONS FOR DESIGNING THE FUTURE COURSES OF STUDIES IN BANGLADESH

We have studied the aims and objectives, present position of courses of library science education and training in Bangladesh. The present courses of studies have been evaluated in terms of its objectives in societal context on the one hand and keeping in view the suitable elements of progressive curricula of developed countries on the other.

The courses of studies of a number of well-to-do library schools of some selected leading developed as well as developing countries, including neighbouring one, have been depicted. The implications of the courses of studies of modern librarianship have also been discussed briefly at the end of the preceding section and found that there is new innovation and inclusion in the curricula of modern librarianship. Curriculum of library science tends towards Information Science to-day. So modern trend, in curriculum, is found in the basic consideration of the following elements :

- (i) Integration of 'core papers' of traditional librarianship into one single course;
- (ii) Inclusion of 'specialized subjects' from another single course.

Thus the combination of fundamental 'core subjects' and 'specialized subjects' has made "Library Science" a modern discipline of "Library and Information Science".

From the foregoing discussions of modern courses of studies abroad and its implications in present-day world, it is understood

that the following questions are to be taken into account to design the course content :⁵³

(a) Political, moral and social ideologies - how is and how should the nature of curriculum be influenced by the values of the society in which it functions ?

(b) The nature of knowledge itself - what epistemological considerations can help us to decide what 'subjects' to teach and in what 'sequence' to teach them ? how can one select, from the whole range of human knowledge, what to teach ?

(c) The social context of curriculum - how do educational institutions interact with other institutions, and with society in general ?

(d) The ways in which children (students) learn and develop - what can we learn from the psychology of learning and development about the best ways to teach and to structure the curriculum ? what can we derive from psychology in terms of new insights into desirable curriculum objectives ?

(e) Styles of developing in the curriculum - how can those involved in education initiate desirable changes ?

We may now pursue the essence of the above queries to design the content of the curriculum of library education in Bangladesh.

Librarianship is interdisciplinary subject not only because the whole field of knowledge is its domain, but also more because there is increasing application in it of other disciplines. Therefore, some knowledge of the fundamentals of these disciplines, their history and methods should be a necessary part of the librarian's intellectual equipment.⁵⁴ In some selected schools, the system adopted by College of Librarianship, Wales, of tailoring the teaching programme to provide the basic education in librarianship while allowing the student to read simultaneously another subject, should be tried.⁵⁵ The inclusion of the subjects of

53. Michael Golby et al. ed. Curriculum design (London: English Book Society, c1975), pp. 2-3.

54. K. A. Isaac, op. cit. p. 26.

55. A. K. Anand, "Continuing library education in the nineteen eighties", Jl. of Lib and Inf Sc. vol. 5, no. 5(1980), p. 137.

other disciplines makes library and information science an interdisciplinary nature of subject to-day.

The articulation of minimum or integrated 'core subjects' with 'specialized subjects' and proper adjustment of comparative 'subjects of other disciplines' may bring about possible solution in designing the progressive curricula of Library and Information Science to-day. The size and number of 'specialized subjects' and 'subjects of other disciplines' in the curricula will depend on the duration of the course as well as the nature and needs of society.

Library schools should really reasonably be satisfied that its curriculum bears some relation to modern world. As society changes, so change its institutions - after a time lag, of course. Therefore, the professional schools needs to lead in the anticipation of and adjustment to change in order to meet the actual and anticipated requirements of the profession.⁵⁶

It is found from the study of progressive curricula of developed and developing countries in the preceding section that both tend towards specialization with a view to updating and modernizing their curricula in consonance with the objectives of library education. In the context of above factors in modern curricula, the relative merit of our present-day courses in the light of those offered by developed as well developing countries and the provision of greater flexibility in planning and organization the contents

56. Cf. Jesse H. Shera, "Dimensions of the Master's programme". ALA Bulletin. vol. 58, no. 6 (June 1964), p. 521.

of curriculum need to be considered. Taking all these aspects into consideration, the following courses of studies are suggested for existing programmes on education for librarianship in Bangladesh :

Post-graduate Level

Content of Courses

A. Diploma in Library Science (one year)

Basic courses : History of books and libraries; Classification and Cataloguing (theory); Reference and Information sources; Bibliography and book production; Evaluation and selection of library materials; Library organization and administration; Archive administration; Classification and Cataloguing (Practical) and Viva-voce.

Optional courses : any two - Library and society; Theory of or introduction to information science; Indexing and abstracting services; Audio-visual aids in libraries.

Special lectures on : Current problems of libraries : Attendance in seminars, Workshop and visit to libraries.

B. Master's Degree in Library Science (2 years)

M. A. Preliminary (first year)

Basic courses : Library and communication; Introduction to library and information science; The organization and management of library and information services; organization of knowledge in libraries-I; Organization of library materials-I; Bibliography; Reference and information services; Practical classification and cataloguing; Viva-voce.

Optional courses : Introduction to librarianship in Bangladesh; Bibliography of specific subject areas; Humanities or social science or science and technology; Mechanization and automation in libraries; Manuscripts studies.

Special courses : Practical field work and project report, Attendance in seminar, conference and workshops.

M. A. Final (second year)

Basic courses : Organization of knowledge-II; Organization of library materials-II; Information systems and automation; Documentation and research methodology; Library systems and services (any one): National library; Public library; Academic library; Medical library.

Current problems of libraries (any one) : Computer application in libraries; Information storage and retrieval systems; Reprography; Advanced classification and cataloguing practical.

Special courses : Study tour; Guided research and viva-voce.

C. Master of Philosophy (M. Phil.) in Library Science (2 years)

First year

Basic courses (any two) : Informational and comparative librarianship; Education for library and information science; Library and communication; Current trends in library system and services; Organization of knowledge in libraries; Organization of library materials; Specialized study of literature; Humanities; Social sciences and science and technology.

Second year

Full-time research work on approved topic within the scope of library and information science relating to two written papers chosen by the candidate in the first year for full-time study. Research work is to submit in the form of Dissertation under the guidance of a teacher in the Department.

D. Doctor of Philosophy (Ph. D.) in Library Science (2-5 years)

Research work done in the form of thesis within the scope of library and information science is to be submitted in specified period (2-5 years) under the guidance of a Supervisor appointed by the University authority.

E. NIEARR Training Course (8-12 weeks)

Courses of studies : Library organization and administration with special reference to secondary school libraries; Book selection and acquisition; Bibliography and Reference services; Preservation of library materials; Classification and Cataloguing (theory and practical); Reading needs, interests and habits; visit to libraries.

F. T.T.Colleges' Training Courses (10 months)

Courses of studies (one paper) : Library organization and administration with special reference to secondary school libraries; Evaluation, selection and acquisition of library materials; Bibliography and Reference services; Methods of preservation of

library materials; Audio-visual aids in libraries; Classification and Cataloguing (theory and practical); Reading needs, interests and habits; visit to libraries.

Undergraduate Level

Content of Courses

A. Certificate Course in Library Science conducted by the LAB (6 months)

Basic courses : Library organization and administration with special reference to primary schools; Classification and Cataloguing (theory and practical); Bibliography and Reference work; Selection and preservation of library materials; Reading needs, interests and habits.

Provision of special lectures by senior practising librarians and library science teachers on Library, library science and librarianship in Bangladesh; Practical application of methods and techniques in libraries; Arrangement of occasional visits to libraries.

B. Proposed Honours Course in Library and Information Science (3 years)

First year

Introduction to librarianship in Bangladesh; Social context and management of libraries; Organization of knowledge in libraries; Organization of library materials I; Introduction to information system and services. Any two (Arts or Science based) subjects: Sociology, Social Welfare, Education, Philosophy, Psychology, Political Science, Economics, Library and cultural history of Bangladesh; Mass communication and journalism; Geography, Mathematics, Physics, Chemistry, Biology, Soil Science.

Second year

Organization of knowledge in libraries II; Organization of library materials II; Bibliographical control including study of specified subject areas : Humanities or social science or science and technology. Reference and information services; Reprography; Archive and preservation of library materials. Any one (Arts or Science based) subject, listed above, which are not taken in the first year.

Third year

Documentation, abstracting and indexing services; Information storage and retrieval system; Computers in library and information service; Research method; Advanced classification and cataloguing (practical).

Project work in the form of dissertation and viva-voce.

In designing the future courses of studies on education for librarianship in Bangladesh, a uniform pattern has been shaped out of diversity. It is naturally an experiment and it must be kept under constant review, concomitant to local needs, in order to ensure its continuous improvement for library education in Bangladesh.

CHAPTER - 7

LIBRARY EDUCATION AND MANPOWER PRODUCTION
IN BANGLADESH, 1947-19827:1 PROFESSIONAL OUTPUT AT UNDERGRADUATE LEVEL

THE first course on library education in 1952 and the subsequent four Fulbright Courses from 1955-1959 conducted by the Dhaka University Library (ch.3:2), regular Certificate Course of the East Pakistan Library Association (EPLA 1958-1970), Library Association of Bangladesh (LAB) from 1972-1982 (ch.3:3 and 4) and of defunct Bangladesh Library Council (BLC) from 1972-1979 (ch.3:5) produced 955 sub-professional personnel as shown below in table-I.

Table - I

Professional output at undergraduate level (1952-1982)

Year	Name of Institution	No. of Course	No. of sub-professional output
1952	Dhaka University	1	3
1955-59	Dhaka University	4	110
1958-70	EPLA	15	170
1972-82	LAB	15	532
1972-79	BLC	9	140
Total		44	955

The table shows, within the scope of this study (1947-82), that the aforesaid institutions have produced only 955 sub-professional manpower in total at undergraduate level in forty four courses over thirty years of education for librarianship in Bangladesh from 1952-1982.

7 : 2 PROFESSIONAL OUTPUT AT POST-GRADUATE LEVEL

The first course on education for librarianship at post-graduate Diploma in the Department of Library Science, University of Dhaka, started in the year 1959 and it was raised to Master's Degree Course in 1962 (ch.4 : 1 and 2). Subsequently, two year Master's Degree Course was instituted from the session 1975-76 (ch. 4 : 2) in addition to the existing one year post-graduate Diploma Course.

The production of total professional output through library education at post-graduate Diploma and Master's Degree level in the Department of Library Science, University of Dhaka, is shown below in table-II.

Table - II

Professional output at post-graduate level (1959-1982)

Year	Name of Institution	Name of Course	No. of batches	No. of professional output
1959-70	Dhaka University	Diploma	11*	225*
1971-82	Dhaka University	Diploma	11	466
1962-70	Dhaka University	Master's Degree	8*	129*
1971-82	Dhaka University	Master's Degree	9	198
Total			39	1,018

*Figures marked with asterisk mean pre-independence period.

Library education in Bangladesh, both at post-graduate Diploma (691) and Master's degree (327) level, have so far produced in all 1,018 professional manpower during twenty-three years (1959-82) of its institution in the University of Dhaka.

7 : 3 PROFESSIONAL OUTPUT AT TRAINING INSTITUTES

The National Institute of Educational Administration Extension and Research (NIEAER), Dhaka, imparted short course training to 346 secondary school teachers during twenty years from 1963 to 1982 (ch. 5 : 1).

The four, out of ten, Teachers' Training Colleges in Bangladesh prepared graduate teachers of secondary schools by offering ten months course in librarianship as an optional paper. Accordingly, they trained up 1172 secondary school teachers in training in eight years from 1975 to 1982 (ch. 5 : 2).

Thus the above two types of institute in Bangladesh so far trained the undermentioned secondary school teachers shown below in table - III.

Table - III

Professional output at Training Institutes (1963-82)

Year	Name of Institute	No. of Courses	No. of teachers trained.
1963-82	NIEAER	27	346
1975-82	T.T. Colleges	16	1172
Total		43	1518

7 : 4 TOTAL MANPOWER PRODUCTION AT ALL LEVELS

This study shows the background of library education in this subcontinent before 1947 but the education for librarianship in present-day Bangladesh really begins with the introduction of first certificate course in 1952 (ch.3:1 and 2). The study of library education over thirty-years from 1952 to 1982 reveals that three categories of manpower namely : (i) sub-professionals, (ii) professional and (iii) teachers trained in librarianship —were produced in Bangladesh as shown in table I, II, and III in preceding sections. The total professional output at all levels in Bangladesh is now shown below in a consolidated form in table-IV.

Table - IV

Total manpower production at all levels in Bangladesh
(1952 - 1982)

Tables	No. of Professional	No. of Sub-Professional	No. of Teachers trained	Total
I	-	955	-	3,491
II	1,018	-	-	
III	-	-	1,518	

The table shows that the manpower production at all levels by thirty years of library education and training in Bangladesh from 1952-1982 is very slow owing to scanty programme of education for librarianship in this part of the world. The total manpower production at all levels, as shown above, is far from requirements for administering the libraries in Bangladesh.

CHAPTER - 8

LIBRARY EDUCATION AND DEVELOPMENT OF LIBRARIES AND LIBRARIANSHIP IN BANGLADESH

8:1 AN OVERVIEW

WE have studied the manpower production through library education in Bangladesh in the preceding chapter. The result of library education is the product of professional manpower for the development of libraries and librarianship in the country. So we are, in perspective of our study, now concerned with the development of libraries and librarianship in Bangladesh.

The education or formal training for librarianship in Bangladesh came across to present day situation with many odds and difficulties. Whatever the situation might have been in the past, no body at the present situation will deny the need and importance of education for librarianship in this country. We are much behind in library matters in comparison to developed countries. From the experiences of the past, we are to remove the shortcomings and try to make rapid progress in the development of libraries and librarianship. It is a fact that the library organization, library services and other related library affairs are all in transitory stage in our country. So at this stage Charles C. Williamson's recommendation; "The primary need is for a better grade of student and higher standards

of instruction"¹, holds good for the development of libraries and librarianship in Bangladesh.

The concerted effort, therefore, needs to be made in Bangladesh to raise the quality of instruction in library schools by opening the Department of Library Science in three other general universities as recommended by the Education Commission Report, 1974.

In a country like ours where illiteracy reigns supreme, mass education is hardly possible without well-stocked and well organized libraries and acute shortage of professionally qualified manpower to develop the present state of libraries, a net-work of library system throughout the country needs to be framed. Systematic planning and vigorous implementation of the plan is necessary for bringing into being such a net-work. The library profession in Bangladesh, like any other profession, needs a large contingent of trained professional for performing the routine jobs; it has also needs for carefully educated leaders. The dynamic role that library will play in the building of new Bangladesh in the dissemination of knowledge and as centre of culture calls for a trained band of people who would make library services effective in the country. To fullfil the need for trained personnel, education for librarianship requires to be imparted on three different levels of library workers, viz : professional, sub-professional and in-service training, corresponding to the demand for different kinds of libraries in Bangladesh.

In the context of above discussion and in view of the state of libraries in the country (ch.2), it is found that there is an acute shortage of manpower at all professional levels for development of libraries and librarianship in Bangladesh.

1. Charles C. Williamson, Training for library service: a report prepared for Carnegie Corporation of New York (Boston: Merrymount Press, 1923), p.141. Quoted by Carmal Edward Carroll, Professionalization of education for librarianship with special reference to years 1940-1960 (Ph.D. thesis in microfilm) (University of California : 1969), p.44.

8 : 2 MANPOWER SHORTAGE IN THE LIBRARIES OF BANGLADESH

We find libraries, in this study, as cultural heritage from the ancient past and the growth of numbers of libraries in mid-nineteenth century but its systematic organization and development takes place in the mid-twentieth century when formal library education started in this part of the world. Thus, it is evident that library development in Bangladesh is closely related to development of library education. The rapid growth of libraries after liberation of the country (1971) demand the expansion of library education for the development of existing libraries by professionally qualified manpower.

"Library education", says George Boon, "at whatever level, is the responsibility of the library profession, and this responsibility may be discharged in a variety of effective ways. Both practising librarians and library school teachers, especially library school teachers, must be aware of, and should anticipate, any change in the world about them that can affect librarianship and library education in any way"². So the latest position of librarianship and its implications in present-day world have been discussed in this study (ch.6:4). As "librarianship is dynamic, not static, it must change and grow with the times. And library education must set the pace"³. So the role of the Department of Library Science in this connection is very important. Library education in Bangladesh is, therefore, to cope with the state of its libraries as discussed in chapter 2:2.

2. George S. Boon, "Library education in the United States: the role of professional library group", *Library Herald*, Vol.15, no.3 & 4, (October 1973-March 1974), p.109.

3. Ibid.

In the course of this investigation some problems which are directly concerned with this study drew attention. Among them, shortage of trained and qualified manpower in the existing libraries is a gigantic problem of education for librarianship in Bangladesh. There is no directory of libraries nor any survey of libraries in Bangladesh has yet been made to have an accurate number of libraries and to assess the shortage of its manpower. Parker's Bangladesh Public Library Survey (1978-79) is the first of its kind in this country after liberation in 1971. But his survey is treated as sample survey as he covers only 176 public libraries out of a total of well over 528 public libraries in Bangladesh (ch. 2). In absence of any such directory or survey, the basic data collected for the purpose of this study based on personal contact or visit, official documents and on empirical study of the current manpower situation in the country to devise a policy in order to estimate the existing (i) shortage of manpower in the libraries and (ii) assess the manpower requirements for library development in Bangladesh. -

Thus the state of libraries in Bangladesh reveals that there are well over 528 public libraries, 9,291 academic libraries (that includes 8,662 secondary schools, 623 colleges and 6 university libraries) and 2,450 libraries of Madrasah education (that includes 1,361 dakhil, 452 alim, 575 fazil and 62 kamil madrasah libraries), and over 590 special libraries of various organization and institutions and 4 national libraries besides Bangladesh National Scientific and Technical Documentation Centre (BANSDOC, ch. 2:2).

The minimum number of libraries of various kinds in Bangladesh thus stands as follows :

Table - I

Number of libraries in Bangladesh by 1982

No. of Public libraries	No. of Academic libraries	No. of special libraries	No. of National libraries	Total
Govt. 4	University 6	Govt. Minis. 20	NLB 1	
Dist. 64	College 623	Divisions 38	NHLDC 1	
Upazila 460	Secondary School 8662	Dept/Direct. with subordinate offices 164	NALDOC 1	
	Dakhil 1361	Auto/semi bodies 134	NSL 1	
	Alim 452	Foreign Missions 72	BANSDOC 1	
	Fazil 575	Pvt. Agencies 162		
	Kamil 62			
528	11,741	590	5	= 12,864

It transpires that the total number of 3,491 manpower production of all three categories, as shown in able - IV in the preceding chapter, is far below the total number of libraries in Bangladesh. The total unnumber of libraries, as estimated above, is almost four times more than the total number of manpower production. This may now well be said that the libraries of Bangladesh are almost without professionally qualified librarians. Therefore, the huge manpower shortage in the libraies necessitates immediate planning for manpower requirements for library development in Bangladesh.

8 : 3 MANPOWER REQUIREMENTS FOR LIBRARY DEVELOPMENT IN BANGLADESH

The library profession in Bangladesh is receiving more attention now a days than ever before. The profession, however, has not yet achieved a level of self-sufficiency nor has it received the required priority at the government level. But the importance of libraries and their role in the society are now being recognized due to the zealous activities carried out by the few but active library professionals in the country.

Those who received post-graduate Diplomas and Master's degree from the University of Dhaka, along with almost all of those who have Master's degree in library science from the United States and United Kingdom, are now engaged in library activities and hold important library positions in various kinds of libraries in the country. Many students, however, enrolled in the post-graduate and undergraduate programme in librarianship in the university of Dhaka and the Library Association of Bangladesh respectively but acute manpower shortage is there which needs proper planning for manpower requirements for the development of libraries in Bangladesh.

Personnel planning in libraries is concerned with the management of human resources. Since the planning is for human resources, it must place particular emphasis on assisting each individual, according to his background, to achieve his career values, desires, and expectations.

Inasmuch as it is planning for the use of professionally qualified human resources produced by the library education institutes of Bangladesh for effective organizational operation, personnel planning must include a statement of what kinds of qualities are desired, at what places, and at what times. It is planning which includes all personnel within the system. It is planning with emphasis on both preparing for the future and providing knowledge necessary for effective day-to-day utilization of manpower.⁴

Manpower planning "ideally has the basic purpose of producing the correct numbers of the correct types of people in the correct jobs at the appropriate time"⁵ It is the task of manpower planning to determine and specify the optimum manning requirements now and in the forecastable future. Manpower planning cannot logically exist in isolation. It is a part of the whole process of management planning activity. Manpower planning flows on from organization planning. It is "to provide the organization with right type of people from all sources to meet the planned requirements".⁶

Manpower is important for society and for the country as a whole to attain specific targets of development. Manpower is a must in every planning of human engineering. Planning for library development in Bangladesh is a long awaited programme which the professional circle of this country has been pressing the authority since its inception.

4. R.Lee and C.S.Lee, "Personnel planning for a library manpower system", *Library Trends* (1971), vol.20, no.1, pp.19-20.

5. R.C.Grinstead and K.T.Marshall, *Manpower planning models* (Newyork: North-Holland, 1977), p.xix.

6. Gordon McBeath, *Manpower planning and control* (London: Business Books, 1978), p.68.

The country has been facing an insalubrious situation so far as the development of her libraries and librarianship is concerned. In this situation of ours, it is, therefore, planned below the manpower requirements for the development of different kinds of libraries in Bangladesh through the placement of minimum number of professional and sub-professional personnel :

Table - II

Total professional and sub-professional manpower requirements by kinds of libraries for the present plan period by 1985

Sl. No.	Kinds of Libraries	No. of libraries multiplied by no. of personnel	Pro- fessional	Sub- professional
1.	<u>Public Libraries</u>			
	BCPL	1 X 20	20	20
	CDPL, KDPL, RDPL	3 X 10	30	30
	DPL	64 X 2	128	128
	UPL	460 X 1	460	460
2.	<u>Academic Libraries</u>			
	University	6 X 20	120	-
	College	623 X 2	1246	1246
	Secondary School	8662 X 1	8662	8662
	<u>Madrasahs</u>			
	Kamil	62 X 2	124	124
	Fazil	575 X 2	1150	1150
	Alim	452 X 2	904	904
	Dakhil	1361 X 1	1361	1361
3.	<u>Special Libraries</u>	590 X 2	1180	1180
4.	<u>National Libraries</u>			
	NLB	1 X 20	20	20
	NHL, NAL, NSL	3 X 10	30	30
	BANSDOC	1 X 5	5	5
	Manpower requirements		15440	15320
	Minus existing manpower as per table - IV, ch.7		1018	955
	Total manpower requirements		14,422	14,365

It shows from table - II that the existing libraries (12,846) needs 14,422 professional and 14,365 sub-professional manpower, besides the existing production of 1,018 professional and 955 sub-professionals (ch. 7 tab. IV), to a minimum extent. Planning manpower requirements for five years, ten years or fifteen years ahead is certainly not easy. But it is possible to build up forecast which covers any manpower group with reasonable accuracy if the planning process is systematic and careful and the plans are constantly reappraised. To meet such huge manpower requirements, it is suggested that government can make provision for further expansion of 'Library Education' and include 'Manpower Development Programme' as a phase work in its five year plan for development of all types of libraries and librarianship in Bangladesh.

CHAPTER - 9

EDUCATION COMMISSIONS' AND OTHER BODIES RECOMMENDATIONS FOR LIBRARY EDUCATION AND ITS IMPLEMENTATIONS IN BANGLADESH

9:1 BACKGROUND

EDUCATION is not only an instrument for the fulfilment of hopes and aspirations of a nation but also an active force for formation of present and reformation of future society. The aims of education is to create incentive among all classes of people to realize the importance of various needs of their life and to achieve the proficiency to solve the problems in order to form a desired society. Education is the backbone of a nation and library is regarded as the heart of educational institution. For systematic organization and management of libraries, the country needs proficient librarians and library personnel as discussed in the preceding chapter.

The growth of libraries in the mid-nineteenth century and its disorganized state in the mid-twentieth century demands the necessity of library education in this part of the world but no emphasis was given for the development of librarianship by the government and concerned authorities till the second-half of the twentieth century. When the two separate states viz.,

India and Pakistan came into existence in 1947 owing to the partition of Indian subcontinent, Pakistan comprised of East and West Pakistan. In the early years of Pakistani regime the same British system of education was followed but the independent country with its past cultural heritage could not go on with the education policy followed by the colonial rulers.

Education is not static but dynamic and evolves its procedures with the changing needs, hopes and aspiration of the individuals and the society. So in any developing country to review the existing education system and to assess the needs of a nation, Education Commissions are usually set-up from time to time with eminent persons from relevant fields and headed by renowned educationist or scholar so that they can make some specific recommendations to meet the needs of a nation. Accordingly, education and other related commissions and bodies were formed :

1. The Commission on National Education was appointed by a Resolution adopted by the Government of Pakistan on the 30th December, 1959.¹ The Commission was composed of eleven members headed by S.M.Sharif, Education Secretary, Government of West Pakistan as Chairman.² The Commission was inaugurated by the President of Pakistan, General Mohammad Ayub Khan, on January 5, 1959.³

1. Pakistan, Ministry of Education, Report of the Commission on national education, 1959 (Karachi: Govt. Press, 1961), p.1

2. Ibid. p.347

3. Ibid. p.1

2. The Commission on Student Problems and Welfare was set up by the Ministry of Education, Government of Pakistan, on 15th December, 1964. The Commission consisted of four members headed by Justice Hamoodur Rahman, Judge, Supreme court of Pakistan as Chairman. Khwaja Manzoor Hosain was appointed Secretary of the Commission on 24 December, 1964.⁴ This Commission's Report is popularly known as Hamoodur Rahman's Commission Report, 1964.

3. The Scientific Commission was appointed by a Resolution of the Government of Pakistan, Ministry of Industries on 30th January, 1960. The Commission consisted of fourteen members headed by Mr. Abul Kashem Khan, Minister for Industries, as Chairman.⁵

4. The education system vested with the interest of the rulers was imposed upon the people of this country against their own cultural heritage. The people and the student of Bangladesh (former East Pakistan) fought repeatedly against the obstacles, on the way of spreading education among the masses, created by the imperialist colonial powers in the interest of their colonial exploitation. "To reconstruct the newly independent state in the light of 'Bangalee nationalism, democracy, socialism and secularism ; the existing education system needs reformation and readjustment. The education system of the country, as a vehicle of rapid development of

4. Pakistan, Ministry of Education, Report of the commission on student problems and welfare, 1964 (Karachi : Govt. Press, 1965), p.1.

5. Pakistan, Ministry of Industries, Report of the Scientific Commission of Pakistan (Karachi : Govt. Press, 1960), p.72.

new-born state, requires radical change. With this intention in view, the Government of the People's Republic of Bangladesh constituted the Education Commission"⁶ (Bangladesh Shiksha Commission) by a resolution on the 26th July, 1972. The commission comprised of eighteen members with Dr. Muhammad Kudrat-i-Khuda, as Chairman. Prime Minister Bangabandhu Sheikh Mujibur Rahman inaugurated the Commission on 24th September, 1972.

The Commission submitted its final report in 1974.⁷ Bangladesh Shiksha (education) Commission 1974 now popularly known as Kudat-i-Khuda Education Commission Report.

5. National Seminar of Library Development in Bangladesh held under the auspices of the Sports Cultural Division, Ministry of Information, Broadcasting, Government of the People's Republic of Bangladesh in association with the British Council from February 1-4, 1982. The purpose and objectives of the Seminar, as agreed with Ministry of Cultural Affairs and Sports, are to bring together leading librarians and other information specialists in Bangladesh in order to provide them with an opportunity to discuss, evaluate current proposals and formulate the principles and practice of library development planning in Bangladesh.⁸

The recommendations of above Education and other related Commissions and Bodies for library science education in Bangladesh are stated in the succeeding sections.

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6. Bangladesh, Ministry of Education, Cultural Affairs and Sports, Bangladesh Shiksha (education) Commission Report, 1974 (in Bengali) (Dacca : Govt. Press, May 1974), p. Appendix - Pa. 1.
 7. Ibid. pp. Ka, Ga (introduction).
 8. British Council, Documents on national seminar on library development in Bangladesh, in collaboration with the Ministry of Information, Broadcasting, Sports and Cultural Affairs Division (Dacca : British Council, January 1982), p. 1. (Memio).

9:2 RECOMMENDATIONS OF EDUCATION COMMISSIONS AND OTHER BODIES FOR LIBRARY EDUCATION AND TRAINING IN BANGLADESH

1. Education Commission, 1959

The report emphasized the need of libraries, provision for training and proper conditions of service of librarians. The Commission recommended for expansion and proper management of libraries through increased financial support to purchase good books for the best use and thereby to stimulate and create reading habits among the users which reveals in chapter 1 under the heading 'Libraries and Laboratories':

- i) University and college libraries should be spacious enough and remain open long enough to meet all the requirements of student and staff
- ii) The annual appropriation for the purchase of books should be increased, and books should be carefully selected keeping in view the best use of limited resources
- iii) Teachers should stimulate and guide reading of their students and should expect them regularly to go to library for study
- iv) As far as possible students should have ready access to the books in the library.⁹

9. Pakistan, Ministry of Education, Report of the commission on national education (1959), op. cit. pp. 59-60.

The Commission further recommended the need to set up a National Book Centre with branches at Dacca and Lahore on the lines of plan submitted by UNESCO to the Government.... to provide information to the authors and the public on what books are in demand and what books are available.¹⁰ The Commission also recommended the establishment of a National Book Trust. ... This body will undertake, in both wings of the country, the printing and publishing in large quantities of expensive books (other than text books) for various kinds of readers. The National Book Trust would normally commission authors or authors' guilds to produce the sort of books required at various levels in different parts of the country.¹¹ The report outlined that the local bodies be required to maintain from their own funds and, in collaboration with social and welfare agencies, active libraries and reading rooms for the benefit of the public.¹² It further recommended that adequate provision be made for the training and proper conditions of service of librarians for such centres.¹³

Hence the Commission recommended the expansion of librarianship in the country, laid emphasis on the production

10. Ibid. p.223

11. Ibid. p.224

12. Ibid.

13. Ibid. p.225

of better and low-cost books through the establishment of National Book Trust and National Book Centre in both the wings of Pakistan for the readers at all levels and recommended the expansion of academic and public libraries in the country. The Commission gave stress on the importance of libraries, provision for training facilities of librarians and the improvement of their service conditions.

2. Scientific Commission, 1960

The Commission, among other things, vividly outlined the condition of libraries and position of librarians and made the following recommendations for library science education and training¹⁴:

- i) That up-to-date libraries through a regular flow of books, journals and other scientific literature should be maintained
- ii) That universities, selected scientific departments and research council be granted Individual General Licences (I.G.L.) to facilitate the import of foreign publication
- iii) That the scope of research council should be extended. If feasible PANSDOC may be placed under the National Science Council and branches should be established at Lahore and Dacca as soon as possible
- iv) That the arrangement should be made with UNESCO for the training of librarians and translators within the country and offer attractive pay scale and emoluments to qualified and well-trained librarians.

14. Pakistan, Ministry of Industries, Report of the Scientific Commission of Pakistan, op. cit. pp.62-63.

3. Commission on Student Problems and Welfare, 1964

The report of the Commission on Student Problems and Welfare, 1964 was based on limited terms of references relating to students' problem and welfare. The Commission though threw some light on the literature and culture but it did not specifically mention anything regarding library facilities and provision for library science education and training in the country.

4. Bangladesh Education Commission, 1974

Bangladesh Education Commission 1974 emphasized the importance of librarianship in the country and incorporated a full chapter (ch.30. pp.232-247) under the caption "Library". The Commission made the following specific recommendations for development of libraries and library education in the country :¹⁵

- i) The Library Science as one of the elective subjects should be included in the curricula of the secondary and degree level of education
- ii) That Department of Library Science should be instituted in three other general universities, viz. Rajshahi, Chittagong and Jahangirnagar
- iii) That a Library Training Institute should be established immediately at Dhaka for imparting training at undergraduate level under the control of the Library Association of Bangladesh. The Institute will need a separate building. It may start functioning for the present in the Central Public library

15. Bangladesh Shiksha (education) Commission 1974, op. cit. pp.232-47.

- iv) That adequate number of scholarships should be provided for the trainees of both post-graduate and undergraduate levels
- v) That the status and emoluments of librarians and library personnel having equivalent qualifications should be equated with teachers
- vi) That the sole responsibility and control of libraries should be left to librarians with requisite qualifications.

5. National Seminar on Library Development in Bangladesh, 1982

The National Seminar on Library Development in Bangladesh 1982, among other things, recommended library education and training in the following terms ¹⁶:

- i) Promoting the education, training, professional development and status of librarians, documentalists, archivists, information scientists and other information workers
- ii) Review the existing salary scales, qualifications and job designations of librarians, documentalists, archivists and information scientists in the public service with a view to :
 - ... ensuring that only professionally qualified persons are appointed to professional posts for librarians, documentalists, archivists and information scientists in the public services
- iii) Review the existing facilities of education and training in librarianship, documentation, archive and information science in Bangladesh with a view to ensuring their ability to produce the requisite numbers of information workers of various kinds, suitably qualified to meet the demand of the proposed developments in library, documentation, archive and information science
- iv) Review the facilities for sending librarians, documentalists, information scientists and teachers of librarianship, documentation, archive science and information science abroad for higher studies with a view to the extension and improvement of such facilities.

16. British Council, National Seminar on Library Development in Bangladesh, 1982, Final recommendations of the seminar, pp.1-15.

9:3 IMPLEMENTATION OF COMMISSIONS AND OTHER BODIES RECOMMEN- DATIONS FOR LIBRARY EDUCATION AND TRAINING IN BANGLADESH

The success of any project or programme or scheme recommended by any Commission or plan or national seminar depends on the good-will and initiative of the concerned authorities on the one hand and sound rational formulation, technical capability, financial solvency, efficient and timely implementation on the other. The outcome of the recommendations of Commissions and other bodies will not be achieved unless these are properly implemented. We may now assess how far the recommendations of Education and other Commissions and Bodies for library science education and training have been or are being implemented in Bangladesh.

1. Education Commission, 1959

The Commission's recommendations regarding the expansion of libraries, especially, at college and university level were implemented by the concerned authorities. The university authorities would not allow any college within its jurisdiction, to be affiliated unless it provides a well-stocked library with professionally qualified personnel, Government and other relevant authorities were also convinced to grant financial assistance for the purchase of books and other equipments for the library. University authorities were also encouraged to

improve their own libraries with the purchase of new books, better books, non-book materials and introduce mechanical process with the appointment of professionally qualified personnel.

The Universities of West and East Pakistan (now Bangladesh), thus being encouraged, started Library Science education at post-graduate level viz., University of Punjab (1959), University of Sind (1959), University of Peshawar (1962) and University of Dhaka (Bangladesh) (1959). This is an implementation of the Commission's recommendations in the field of librarianship from private sector through own initiative and encouragement.

The implementation from the government sector is found in the establishment of a National Book Centre with branches at Lahore and Dhaka in 1963 which encouraged to produce more and better books through the encouragement of the authors, publishers and book sellers and later the librarians to have better books and to remove the scarcity of books etc., to a minimum extent, from the libraries.

Though the Commission recommended the expansion of libraries, production of more and better books with the provision of annual financial appropriation to this effect but it

did not specifically mention~~d~~ to provide library training facilities by instituting library science education institute or centre either in the universities or in other relevant organizations. So no concerted effort, except by the universities mentioned above, could be made for library science education in the country on the basis of the recommendations of Education Commission 1959.

2. Scientific Commission, 1960

The recommendations of the Scientific Commission regarding the procurement of more up-to-date scientific books and journals and to disseminate its knowledge through the technical services of libraries with the establishment of a central organization, like PANSDOC, Karachi, and its branches at Lahore and Dhaka was implemented in 1963. No significant measure was taken by the government for the improvement of low-status and pay scales of librarians and library personnel of all kinds of libraries in the country.

3. Commission on Student Problems and Welfare, 1964

It is unfortunate that the Commission did not mention any where in its report regarding 'library facilities' in the academic arena of the student though it was based on problems and welfare affecting student life.

4. Bangladesh Education Commission, 1974

The Commission's recommendation regarding the introduction of Library Science as one of the elective subjects in the curricula of the secondary and degree stages have not yet been implemented and no attempt has yet been made in this respect.

No major consistent effort has been taken from the public sector owing to apathy of the government to implement the recommendation of the Commission regarding the institution of Library Science Department in three other general universities of Bangladesh. But the Department of Library Science, University of Dhaka, the only post-graduate school of teaching librarianship in Bangladesh has extended its programme of one-year Master's degree course to two-years course i.e. 1st year M.A. Preliminary and 2nd year M.A. final, from the academic session 1975-76 besides the on going one-year post-graduate Diploma Course.

To implement one of the recommendations of the Commission, the government of Bangladesh established 'The Library Training Institute' in 1976 with an annual subsidy of Tk.66,000/-(sixty-six thousand) in order to conduct the Certificate Course in continuation at undergraduate level under the supervision and control of the Library Association of Bangladesh (ch. 3:4)

in the premises of the Central Public Library, Dhaka. Thus the government recognized the Certificate Course conducted by the Library Association of Bangladesh (LAB) at undergraduate level. Being encouraged, the LAB extended its programme for conducting the said course to its affiliated regional associations at Rajshahi and Khulna.

Recommendation regarding the provision for adequate number of scholarship for the trainees at undergraduate level has been implemented to some extent but the same has not been provided for the trainees at post-graduate level.

Though the Commission recommended to improve the poor service condition, low-status and emoluments of librarians and library personnel, having comparable qualifications, with that of teachers' of Bangladesh Education Service but yet no significant step has been taken by the concerned authorities.

5. National Seminar on Library Development in Bangladesh, 1982

The recommendations of this seminar were accepted by the government but not implemented owing to imposition of Martial Law in the country on March 24, 1982. Therefore, the education for librarianship in Bangladesh finds no scope to be improved vis-a-vis the status of libraries and librarians remains neglected.

Though government is concerned with the development of libraries of all kinds in Bangladesh, especially public libraries of government and private sectors but positive steps are yet to be taken to expand and strengthen library education and training in the country. It is vital to organize and improve the present state of libraries that suffer from acute shortage of manpower both at professional and sub-professional level. So government may implement fully the recommendations of the Bangladesh Education Commission 1974 and National Seminar on Library Development in Bangladesh 1982 for library science education and training in the country.

CHAPTER - 10

PROBLEMS AND PROSPECTS OF LIBRARY EDUCATION
IN BANGLADESH

10:1 IMPORTANCE, VALUE AND NECESSITY OF LIBRARY
EDUCATION IN BANGLADESH

IN the course of our study we have seen the value and necessity of library education for systematic organization and development of libraries in our country. The urgent necessity of producing huge number of manpower (chs. 7-8) for proper organization and efficient management of existing libraries pursued the scattered beginning of library training and education in this part of the world (chs.3-6).

Library serves as "People's University"¹ in the society. It is a spontaneous self-education institution. In all, the library is the focus of all community life. It grows and grows in the society as a social organism. Society needs library and library needs training and education for librarianship of its personnel for proper growth and development of libraries in the greater interest of the society and the nation as a whole. Therefore, the values, importance and necessity of

1. Alvin Johnson, The public library—a people's university (New York : American Association for Adult Education, 1938), p. 71.

library education in a developing country like Bangladesh need not be over emphasized so far as the development of her libraries, the vehicle of culture and civilization, is concerned.

Library education represents a synthesis of professional action and bears a good testimony of its importance, values and necessity in the society. Library education prepares librarians and library personnel for the present as well as for the future. Library education, therefore, must be an integral part of our social process to keep the libraries alive in the society for its well-being and development.

10:2 PROBLEMS AND PROSPECTS OF LIBRARY EDUCATION IN
BANGLADESH

It appears from our study in previous chapters that the library education in Bangladesh lacks adequate objectives. If we examine any courses of studies of any university of any country we find that the objectives of those courses are clearly defined. Unfortunately, our courses lack such directions. They are rather description of course content.

Librarians are produced to practise in the field of activities viz., Universities, Colleges, Schools, Public libraries, Special Institutions, etc. Therefore, librarians are produced aiming at these organizations. A law librarian thus produced should definitely be able to help the lawyers and academic librarian a scholar in his scholarly pursuits. Unfortunately, our syllabi fail to produce such librarians. Our products are of general and common nature who in turn have failed to prove their efficiency in specific areas as discussed.

In running libraries in any given country three levels of manpower are needed : leadership, middle and lower-level manpower. We have discussed all of the courses exist in the country but the course organizer, infact, has not prepared

their courses as such. The subjects for example, Library Administration is taught at the Certificate, Diploma and Master's level. One fails to understand how an incumbent having only Secondary education at the Certificate level destined to work at the lower strata of the librarianship career will gain by understanding intricacy of administration of libraries. These types of trainees should have better exposed to the routine of file management and shelf-organization, etc.

Library education in our country demands both quality and quantity. In order to have qualitative education we should have number of Department of Library Science in several universities. This would help both quality and quantity by enabling them to compete with each other both qualitatively and quantitatively. Unfortunately, this is not the case for Bangladesh. Only Department we have in Dhaka enjoys monopoly in this arena.

Librarianship is the combination of theory and practice. Therefore, faculties (teaching-staff) are required to be well-versed in both the areas. They must have academic and practical excellence in the field of librarianship. But our faculties in the University Department and other courses like Bangladesh Library Association do not very well fulfil this requirement. As a result, the products of these courses

are gradually becoming inferior in quality so as to fulfil the need and requirements of library users. In order to attract the high calibre people to meet our aspiration meritorious people of high academic attainments should be recruited in the library schools, allowing reasonable time to practise in libraries, to receive advance training in study and research.

Our schools of librarianship are yet to^{be} adequately equipped with various types of modern teaching aids, laboratories etc. For example, if we want to teach a student how to restore a seventeenth century map, we have no means other than oral explanations.

The librarianship courses in our country were prepared in the fifties. But library science is a behavioural one. It relies on the latest practice which has been tremendously changed and developed since we devised our syllabus. The circulation system we teach now, for example Browning, is no longer practised in modern world. Therefore, it will be even difficult to get a textbook on the topic. The concept of 'Form Division' in the subject of classification, to cite another example, has become obsolete to be substituted by 'Standard Sub-Division'. If one goes through our course content, he will find that these changes in the discipline have not yet been reflected in our study and teaching. Therefore, the demand of the age is to modernize and update our education.

The profession of librarianship is at its lowest ebb; therefore, it fails to attract above average people to enrol in librarianship courses. The government of Bangladesh should accept the policy of upgrading the status of librarians and make it comparable to other profession (like that a university teacher who enters as Lecturer and ends up as a Professor) otherwise the profession will fail to attract young talents and develop its discipline.

The profession of librarianship in Bangladesh is now in disarray. In order to reorganize the profession a strong leadership is required. The library school, the professional librarians and their professional organizations should work hand in hand to improve the situation. Appropriate courses of studies to train leadership-level manpower, proper management of library operations by the practising librarians and a definitive library movement by the Library Association of Bangladesh will, we hope, create a congenial atmosphere towards a better leadership with intellectual depth and ability.

CONCLUSIONS

IN the preceding chapters we have discussed at length the 'Education for Librarianship in Bangladesh', the origins of library education (ch.3) and factors (growth and state of libraries ch.2) responsible for its gradual development up-to present programmes, courses of studies, and pattern of library science education and training in the country (chs.3-6). Study of the past and evaluation of the present programmes and courses of studies at all levels have been made in the study in comparison with developed and fast developing countries with a view to ascertaining the standard and quality of current library education and training concomitant to present and future needs of the profession in Bangladesh.

This study provides an understanding between the past and present-day library education programme in Bangladesh. Knowledge of library system and services in the country puts their problems which may be resolved in perspective of standardized and quality library education programme in a changing climate of opinion about librarianship in Bangladesh.

The diverse education system of librarianship in present-day Bangladesh at all levels namely, (1) Undergraduate level, (2) Post-graduate level and (3) In-service training of secondary school teachers (chs. 3,4, and 5), and in particular, the pressing need for changes in the 'present curricula

and patterns of library science education' throughout the country will be more fully understood by the scholars and readers with perspective provided by a geo-socio-economic and political profile of Bangladesh. A brief description of education in Bangladesh has been added in chapter 1 of this study.

To meet the purposes of this study we have traced briefly the origin of library education. It was not in existence even after the partition of Indian subcontinent in 1947, when the former East Bengal became the eastern wing of Pakistan. There were libraries in the country in the mid-nineteenth century and its growth was speedy in the mid-twentieth century. Due to the rapid growth and process of organization of libraries during the above mentioned period the necessity of library education and training was felt (ch.2). But it was only in 1952 the Library Training Course was initiated in the Dhaka University Library. The course was discontinued after one session. The Fulbright Training Course on librarianship was started in 1955 and continued upto June 1959 under the supervision and guidance of the then Librarian of Dhaka University (ch.3:2). The disorganized state of large number of libraries was in need of properly trained librarians. So the formal library education at undergraduate level was instituted by the EPIA (later the LAB) in 1958 (ch.3:3 and 4), and subsequently by the BLC in 1972 (ch.3:5)

The formal library education at undergraduate level, conducted by the Library Association, encouraged the establishment of library education at post-graduate Diploma level in the University of Dhaka in 1959. In 1962 Master's Degree Courses were introduced. M. Phil and Doctorate programmes were initiated in 1976 and 1979 respectively (ch. 4).

This study deals elaborately the admission requirements and procedures, teaching methods, nature of curricula and its output. The standards and management of the Department of Library Science, the only post-graduate courses of teaching librarianship in Bangladesh, has been dealt with a view to standardizing library education in comparison with developed as well as developing neighbouring countries (Pakistan and India).

The available Training Programmes for school librarianship at NIEAER, Dhaka (from 1963) and four, out of ten, Teachers Training Colleges (one at Dhaka, Rajshahi, Khulna and Mymensingh from 1975) for secondary school teachers — their standards, management and output have been studied.

The study also evaluates these programmes in term of its admission requirements, teaching staff and teaching methods, nature and content of curricula. The prospect of manning the existing diplorable libraries of 8,662 secondary schools in Bangladesh (ch.5) is kept in view.

The aims and objectives of library education in Bangladesh, its gradual developments, historical evolution of courses of studies in social perspective have been dealt with in this study. The present position of courses of studies and pattern of library science education in Bangladesh have been evaluated in terms of local needs keeping in view the modern courses of studies of developed as well as developing countries with its implications in present-day world in order to justify its appropriateness in Bangladesh. In this context, suggestions have been made for future courses of studies of proposed expansion of the existing iota programmes of library education in Bangladesh. (ch. 6).

During the last 30 years of Library Education and Training in Bangladesh (from 1952 to 1982), the manpower taking all level together stands at 3,491 viz :

1. Undergraduate sub-professional level : 955
2. Post-graduate professional level :1,018
3. Teachers trained in the Training Institutes:1518 (ch.7).

The outcome of the investigation clearly indicates the acute shortage of manpower for development of 12,864 libraries of all kinds in Bangladesh (ch.8:2) and finds out the total minimum requirements of 14,422 professional and 14,365 sub-professional manpower by kinds of libraries in Bangladesh

during 1985, besides the existing production of 1018 professional and 955 sub-professional manpower through formal education for librarianship in Bangladesh from its beginning upto 1982 (ch.8:3). The study, in this context, proposes steps and measures to meet such huge manpower (28,787) requirements for development of libraries and librarianship in Bangladesh.

The study has also noted that in spite of recommendations of 'Education Commissions' and other bodies for improvement of library education and training, improvement of poor service conditions, low status and emoluments of librarians and library personnel there exists a kind of apathy and indifference on the part of the concerned authorities in the process of implementation of such recommendations resulting in the hindrance of the desired developments. The present study investigates the said events in details and suggests the ways and means for a realistic and practical planning towards progress of librarianship in the country (ch.9). It is necessary to plan for a uniform standard of library science education in Bangladesh in consonance with our local needs (ch.10).

The findings of this study shows that Bangladesh has long lagged behind her neighbours (Pakistan and especially India) in library education. The neighbouring countries have made great strides in the last few years, and Bangladesh can learn both from their achievements and mistakes.

By understanding the development process of the past and the conditions of the developed countries as well as the programmes of the developing countries and other Bangladesh can be able to remove her problems, correct the mistakes of the past in order to expand the present scanty library education programme and to aim at attaining uniform standard through the formation of strong leadership in the profession.

In this context, the following steps may be taken to alleviate the problems of library education and to ensure a sufficient supply of trained librarians and library personnel to meet the demands of the profession :

1. The professional organizations of library education should be connected with manpower requirements for the performance of jobs at different professional levels. In the study of manpower requirements, the need for specific period of time needs to be taken into consideration by the Government and accordingly the educational programme for librarianship can be planned by the concerned authorities in Bangladesh.

2. To cope with the existing situation of huge manpower requirements for development of libraries in Bangladesh, a new pattern of positive and service-oriented librarianship is necessary. The first and foremost prerequisite of this is to formulate a national policy of library education which should clearly spell out the requirements, standards and a course of action commensurate with the immediate and future needs of the society.

3. Government has to come forward to raise the status of librarians and set up a hierarchy of grades identical with Bangladesh Education Service so that the library personnel may find greater incentive to contribute their best for the realization of national objectives. This will automatically attract the young talents of universities to a properly planned education in librarianship. To prepare successful librarians a good general education is an absolute necessity because no quantum of training of library education can make a successful librarian who lacks a good general education.

4. Manpower requirements should be attained by instituting a full-fledged Department of Library and Information Science education at Rajshahi, Chittagong and Jahangirnagar Universities on priority basis as recommended by 1974 Bangladesh Education Commission (ch.2:2). And refresher courses at different levels of library education be introduced as continuing education.

5. Formulation of courses of studies should be made with due consideration to the needs of our society on the one hand and emphasis on more progressive curricula on the other as suggested earlier (ch.6:5).

6. The Department of Library Science of the University of Dhaka should be elevated to a full-fledged Department of Library and Information Science. Decision should be taken to open Honours Courses and adequate provision for faculty members, books, journals, equipments and physical facilities

should be made. This proposed Department of Library and Information Science of the Dhaka University should lay special emphasis on research.

7. The Government in co-operation with the UNESCO and other aid-giving agencies, at home and abroad, may draw up a comprehensive plan to train up existing library personnel, more particularly the faculty members of the Department of Library Science of the University of Dhaka, on modern methods and techniques of Library and Information Science from developed countries.

8. The Bangladeshi scholars, particularly Ph.D. holders in Library Science, now serving in foreign countries, may be persuaded to return to Bangladesh for serving in the proposed Library and Information Science at Rajshahi, Chittagong and Jahangirnagar Universities and in the institutions of Archives, Directorate of Libraries, National Library and also to materialize the proposed expansion of library education programme throughout Bangladesh.

9. The Library Association of Bangladesh should undertake an active programme to popularise the library movement in the country. It should also draw up a comprehensive scheme for expansion of library education and training facilities with modern courses of studies to meet the existing and future needs of trained manpower in the library services of Bangladesh.

10. Lastly, Government needs to constitute a 'National Commission on Librarianship' consisting of the representatives of the Library Association of Bangladesh, Department of Library Science, University of Dhaka, University Librarians, senior practising librarians, eminent educationists, booksellers and publishers, patrons of libraries and Government representative with definite terms and conditions for development of library education and library system and services in the country.

The future products of our educational system, we hope, will be conscious of the social and ethical professional values to be conserved from the national heritage and be able to translate the values into professional activities which are required in a fast changing world. It is our hope that such procedures will build up a strong Bangladesh that will not look to others for leadership in this profession and will herself be able to occupy an honoured position among the nations of the world.

APPENDIXES

APPENDIX - A

CHRONOLOGICAL STUDY OF EDUCATION FOR
LIBRARIANSHIP IN BANGLADESH, 1947-1982

- 1947 Bangladesh (as former East Bengal) had professional link with Imperial Library (now National Library of India), Calcutta and with Bengal Library Association. Partition of Indian subcontinent into two sovereign states viz: India and Pakistan, and East Bengal became a part of Pakistan as 'East Pakistan'.
- 1952 First certificate course in librarianship initiated in the Dhaka University Library by its London trained Librarian, Mr. Fazal Elahi.
- 1953 Provision for higher training facilities abroad was made available under the Technical Assistance Programme of the Colombo Plan. Two senior practising librarians, viz: (i) Late Mr. Abdur Rahman Mirdah, then librarian, Engineering College, Dhaka (ii) Late Mr. A. E.M. Shamsul Haque, Librarian and Keeper of Records, Secretariat Library, Dhaka, were trained in Library Science and Archives from New Zealand and Australia respectively.
- 1954 Two eminent scholars, viz: (i) Mr. Ahmad Husain (D.P.I's nominee and on return Librarian Central Public Library, Dhaka) and (ii) Late Mr. M.S. Khan (Librarian designate, Dhaka University Library) were deputed for higher training in Library Science in USA and UK respectively.

- 1955 Fulbright Courses in librarianship started in the Dhaka University Library from the session 1955-56 under the supervision and guidance of its UK trained Librarian, Mr. M. S. Khan.
- 1956 Establishment of the East Pakistan Library Association (EPLA) now the Library Association of Bangladesh (LAB) for the upliftment of the profession.
- 1958 First formal library education at undergraduate certificate level was started in October 1958 by the EPLA, and now LAB, under the supervision of Mr. M.S. Khan, Librarian, Dhaka University Library and President of the Library Association, as Director of the Course.
- 1959 Post-graduate Diploma Course in Library Science was instituted in the University of Dhaka from the session 1959-60 with Mr. M.S.Khan, Librarian, as the Head of the course.
- 1962 Master's Degree Course in Library Science in the University of Dhaka was started from the session 1962-63.
- 1963 Short Course Training on School Librarianship for secondary school teachers was started by the NIEAER, Dhaka.
- 1964 The programmes and Courses in Library Science of Dhaka University were recognized as full-fledged 'Department of Library Science' by the University of Dhaka.
- 1968 Formation of Pakistan Special Library Association (PSIA), later renamed as Bangladesh Library Council (BLC).
- 1971 Birth of a nation. Bangladesh appears as an independent sovereign state in the world map after liberation in 1971. The courses of studies of all the programmes of library education are revised.

1972 Mr. A. K. M. Shamsul Alam, Assistant Professor of the Department, became the Head/Chairman of the Department of Library Science, University of Dhaka, after the retirement of Mr. M. S. Khan.

Undergraduate Certificate Course was started by the Bangladesh Library Council (BLC).

1974 M. Phil. Course in Library Science was approved by the University of Dhaka.

1975 M. Phil. Course was started from the session 1975-76 in the University of Dhaka.

Training Course on School Librarianship for graduate teachers' in training was started by the Dhaka, Rajshahi and Khulna Teachers Training Colleges from the session 1975-76.

1976 Mr. Nasiruddin Ahmad, Assistant Professor, became the Chairman of the Department of Library Science, University of Dhaka, for a term of three years after completion of the term of Chairmanship of Mr. A. K. M. Shamsul Alam.

1978 Ph. D. Programme in Library Science was approved by the University of Dhaka from the session 1978-79.

1979 Enrolment of Mr. K. M. Saiful Islam, Assistant Professor of the Department of Library Science, as Ph. D. student in the University of Dhaka in June 1979.

Mr. A. K. M. Shamsul Alam, Associate Professor, became the Chairman of the Department for another term of three years.

1980 Training Course on School Librarianship for graduate teachers' in training was started by the Mymensingh (Mens) Teachers Training College from the session 1980-81.

1982 Enrolment of Mr. Nasiruddin Ahmad, Assistant Professor of the Department of Library Science, as Ph. D. student in the University of Dhaka in June 1982.

Mr. Serwar Hossain, Assistant Professor, became the Chairman of the Department of Library Science after the completion of the term of Chairmanship of Mr. A. K. M. Shamsul Alam.

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