

384932



University of Dhaka

Dhaka

Bangladesh

A Doctoral Thesis

on

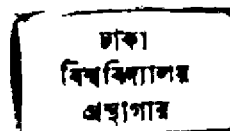
National Plans for Library Development in Bangladesh

1947-83

384932

By

Serwar Hossain



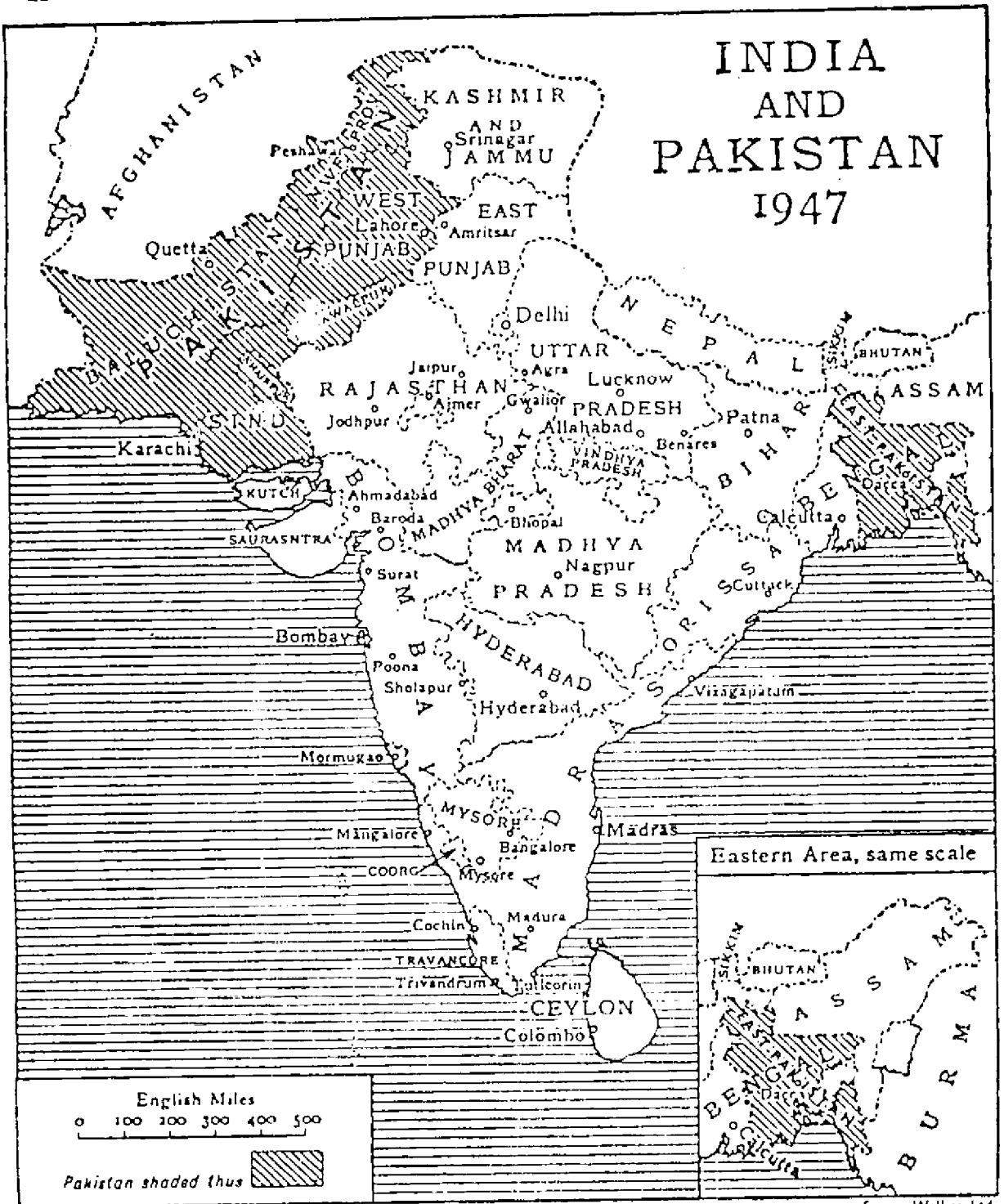
Department of Library Science

University of Dhaka



Dhaka

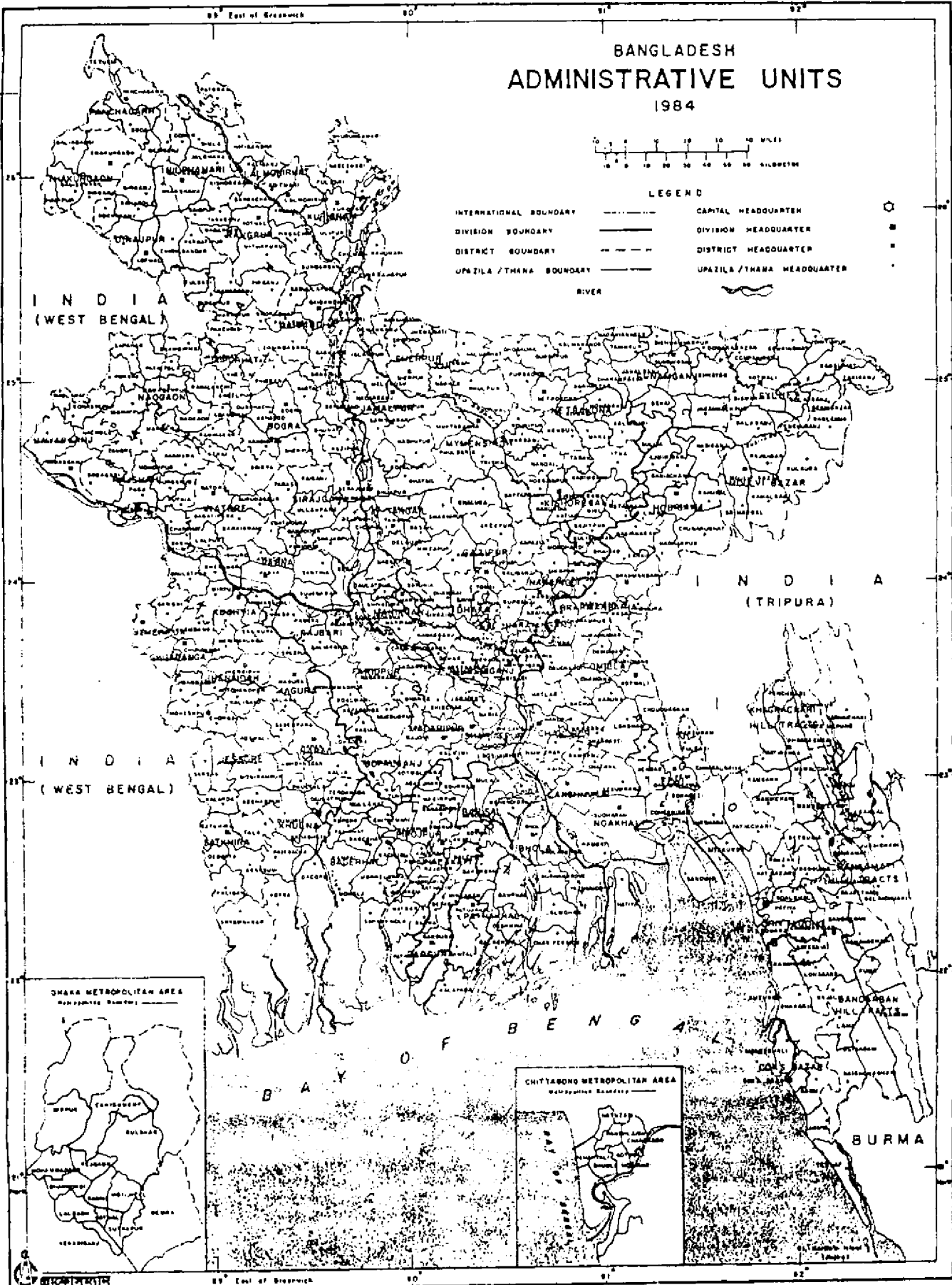
1985



384932

Emery Walker Ltd.

সকল  
বিশ্ববিদ্যালয়  
স্বাগত



384932

ঢাকা বিশ্ববিদ্যালয় প্রকাশনা

CONTENTS

Abstract	I
Purpose of the Study	I
Research Methodology	III
Sources of Data	V
Statement of the Problem	VI
Introducing the Thesis	VII
Acknowledgements	VIII
List of Abbreviations	X
<u>CHAPTER : ONE</u>	
Bangladesh : An introduction	1
<u>CHAPTER : TWO</u>	
Concept and evolution of thought about Library	43
<u>CHAPTER : THREE</u>	
Measures suggested for developing libraries before Partition of India	69
<u>CHAPTER : FOUR</u>	
Post-Partition Library Planning	127
<u>CHAPTER : FIVE</u>	
Plans for development of libraries after emergence	310
<u>CHAPTER : SIX</u>	
Professional Associations and Library Planning	494

CHAPTER : SEVEN

International Agencies and Library Development 513

CHAPTER: EIGHT

Conclusion 568

Suggestion 590

APPENDIX

A. Bibliography (Books) 1

B. Bibliography (Journal Articles) 27

C. Project Documents 46

D. Reports, Proceedings etc. 47

E. Questionnaire 59

ABSTRACT

This study is presented as a Doctoral Dissertation to the University of Dhaka under the learned and able guidance and supervision of Professor Dr. Qazi Din Mohammad, M.A., Ph.D.(London), Chairman, Department of Bengali, University of Dhaka.

The work attempts to retrieve the background of National Plans, programmes, schemes, committee reports, resolutions prepared and submitted by government and non-government agencies, authorities, learned bodies for development of libraries in Bangladesh, (erstwhile East Pakistan) from 1947 (the year of Partition of British India) to 1983 and to evaluate and analyse the approaches, goals, objectives and their contents. Materials available prior to 1947 (i.e. British Rule) have also been examined for their successful exploitation. This study outlines the elements necessary for library development, past and present and assesses the impact of the plans on development. The factors relevant to the design of plans and the criteria for their analysis have been examined. Current practices of the plans are summarised in the light of available documents and data. The factors responsible for improper implementation of the national plans are enumerated, elements necessary for taking decision of national policy are identified and the mechanism of pragmatic planning for library development suggested.

The purpose of the study

The purpose of the study is to examine the development of library planning in Bangladesh during the last three-quarters of the century

with special reference to the objectives or standards which were set intently or unconsciously. The significant point in this connection is that India was partitioned in 1947 into India and Pakistan (West Pakistan and East Pakistan). Again Bangladesh formerly called East Pakistan emerged as an independent state in 1971. These two political changes had great impact and reaction upon the socio-economic development of the country. After Partition of India in 1947 there was rapid developments in the field of education. New schools, colleges, universities, research organisations and institutions were established. These institutions felt the indispensable need for libraries. Libraries small or big grew up in almost all government departments. Hence the problems of planning of libraries were realised by all concerned. As such many plans, projects, schemes were prepared for the development of libraries since 1947. But the development of libraries and librarianship in the true sense of the term was very slow and insignificant. Almost all the plans failed to be properly implemented and executed. The present study is the outcome of thorough investigation to find defects, flaws, shortcomings and lapses in the plans along with the background of their framing. I pointed out the reasons or circumstances how and why the plans failed to yield the desired results. So my attempt was to comprehend the deeper and broader implications of library planning in our country. The present thesis is an elaborate, systematic and critical analysis of all the previous plans, and is the first of its kind. This, I hope will be of great use for future planners in avoiding the repetition of the mistakes committed in the past. ✓



At present there is a growing awareness of the need for establishment and development of libraries. So this critical study of the past plans and schemes on library development is necessary for making future comprehensive plans. Such plans must be made in consultation with and in pursuance of previous plans. Hence, aware of the crying need of filling this gap, I undertook the research project on National plans for Library Development in Bangladesh from 1947 to 1983 in order to evaluate, analyse and comment upon the plans. Materials collected and presented in this thesis are of great relevance to all future plans of Third World Countries in general and of significance in making decision on matters of policy and design in the field particularly in Bangladesh. I hope the work will encourage the researchers to further planning in socio-economic development also.

#### Research Methodology

In investigating the problems I followed the following methods:-

(i) Historical Method: The method was adopted in collecting data. I collected all the relevant government sponsored national plans, schemes and reports along with those sponsored by private organizations and agencies. Then I made external and internal appraisal of all the materials. All the scholarly activities i.e. interpreting, analysing, summarising, enlarging, and evaluating etc. were employed upon them.

(ii) Literature Search: I surveyed, identified and located relevant literature such as books, periodicals, articles, theses and dissertations held in all the major libraries, public, special,

academic, of the country and prepared a "working bibliography". I also visited the resourceful and research libraries of Great Britain. It will not be out of place to mention here that I collected a good amount of valuable materials from British Libraries in 1968 and 1969 when I was there for my library education in the School of Librarianship and Archives, University of London. My teacher and guide at that time Mr. Rymond Irwin, Professor and Director of the School of Librarianship and Archives, University of London, suggested to me the very topic of "National Library Planning of Pakistan" for my further higher research. Since then I have kept in constant touch with the American Library Association and The Library Association for collecting materials. UNESCO was kind enough to help me with relevant materials and references specially of concerned international meetings or seminars.

(iii) Research Visits: I had the occasion to undertake research visits and tours to various libraries, institutions and organizations. Among the libraries visited, special mention should be made of the university libraries of Bangladesh, Bangladesh Secretariat Library, Planning Commission Library, National Library and Archive of Bangladesh and etc.

(iv) Personal interviews: I met administrators, educationists, Librarians, planners and others and obtained their views on the national plans, schemes and reports concerned with the development of libraries. I made contacts with leading Indian Library Scientists for advice, opinion and comments.

(v) Survey: A questionnaire was prepared and sent to librarians, library planners, library educationists, government officials, specialists and persons from all walks of life at home

and abroad for collection of data which were analysed for the purpose of the study.

### Sources of data and Information

I obtained data, statistics and relevant information from the following sources:-

- i) Personal interview;
- ii) Personal contacts:- Professionals, associates, alumnies, library administrators and staff;
- iii) Library committee minutes;
- iv) Report of Library Committees, Plans etc.;
- v) Libraries and govt. department files;
- vi) Development Plans and projects;
- vii) Govt./non-govt. sponsored Reports of Commissions, Committees etc.;
- viii) Library Rules and Regulations;
- ix) Annual Reports of libraries;
- x) Official articles/Reports;
- xi) Newspapers;
- xii) Library Science Journals/Newsletters;
- xiii ) Library Survey Reports;
- ix) Administrative Rulings;
- x) Legal decisions;
- xi) Library statistics;
- xii) Govt. Publications;
- xiii) Library Science books;
- xiv) Social Sciences books;
- xv) Correspondence with IFLA, COMLA, FID.;

- xvi) Publications of Library Associations of Bangladesh, India, Pakistan and other developed countries;
- xvii) Publications of Library Schools;
- xviii) Unesco Publications and Reports; and
- xxiv) Seminar Reports-Local, Regional and International.

#### Statement of the Problem

Bangladesh is an underdeveloped country. She almost tops the list of undeveloped countries of the world. There has been a little development in different fields say education, industry, communication etc. as a result of different plans/schemes/reports made since 1947. But development in the field of libraries and librarianship has been rather slow in comparison with other fields. This slow progress of library development was not a matter of any concern for the educationists and intelligentsia of the country. Library development is a precondition of real development of education in all fields. After investigation and analysis of the whole field of socio-economic conditions of the country and the pros and cons of library development, it was realised that the root cause of this situation lays in lack of sound planning of library development. Most of the national plans/schemes/reports did not emphasise properly the need for library development of the country. It will be revealed how, to what extent and degree library development was neglected in each and every plan. There was the lack of library development machinery and mechanism and unfortunately there was lack of spontaneous sponsorship among the planners. Moreover planners did not regard it necessary to consider the opinions of librarians and their voices did not reach the planning desk. Though the planners theoretically recognised and accepted that the foundation of a public

library was a practical demonstration of democracy's faith in universal education as a continuing and lifelong process in the appreciation and achievement of humanity in knowledge and culture, in practice they did little for the genuine improvement of libraries. Bureaucratic supremacy, frequent change of govt., lack of initiative, lack of participation of the politicians and the people, lack of moral force and character of readers, lack of research spirit among the educated persons, lack of reading habits among the educated, lack of library oriented education etc. were some of the most important factors behind unsound, distorted, incoherent, peacemeal and intermittent planning.

#### Introducing the thesis

The thesis has been divided into eight chapters. Chapter one deals with the emergence of Bangladesh, education of Bangladesh, retrospective, current and prospective. Chapter two deals with the nature of planning with special reference to library planning and planning of library services along with the limitations of library planning vis-a-vis education. The third chapter deals with the development of library planning mechanisms prior to 1947 and library developments as reflected in the Reports on education during the British period, particularly relating to the land now comprising Bangladesh. In chapter four the genesis of library development planning during Pakistan Rule from 1947 to 1971 has been critically analysed. It also discusses the commissions Reports, five year plans, and other projects/schemes/proposals and brings into focus the efforts and endeavours made towards the development of different types of libraries. It thus examines the planning mechanisms from the stand-

point of library development in respect of accomodation, finance, staff, services, collection etc. Chapter five covers Bangladesh from 1971 to 1983. This chapter examines the national five year plans, committee Reports on libraries, Reports on Education, proceedings of the seminar, commissions Reports and Reports of the committees set up by the Martial Law government. It deals with the merits of the reports along with the lapses, lacunæ, deficiencies, inconsistencies, drawbacks etc. specially from the view point of library development planning. In discussing the contents of the chapter the researcher had to take into consideration the year 1984 and even 1985 in some cases for the sake of providing a complete idea of the concerned plans. Thus chapter four and five are the heart of the thesis. Chapter six deals with the role of Library Associations in planning libraries. Chapter seven evaluates the reports and efforts taken by international organisations for library development in this part of the world. The concluding chapter, chapter eight, summarises the findings and suggestions.

#### Acknowledgements

I am grateful to Dr. Qazi Din Mohammad M.A.(Dac), Ph.D.(London), Professor, Department of Bengali, University of Dhaka for his kind help and methodical guidance starting from the selection of the problem/topic and the collection of materials to final preparation and presentation of the thesis. I disturbed him in season and out of season for his advice. He took extreme trouble and pain in helping me in the midst of his literary, social and research works. His invaluable guidance and encouragement sustained my interest throughout the trying days during the period of my research. He read through

the thesis at all stages and offered valuable comments and criticisms and innumerable suggestions for improvement of the framework of analysis, logic of argument as well as the style and language. He always smiled and helped rain or shine to keep the schedule of research work on time. My debt to him is inestimable. While on the work, I must acknowledge the reference services rendered by Mr. S.S.M.A.Khorasani, Principal Librarian (Deputy Director), Department of Public Library, Bangladesh Central Public Library. I am deeply indebted to my wife and my family for their many sacrifices and sufferings caused by my constant and lengthy absence during the period of my reasearch. My wife Farida was with me while I burnt the midnight candle. But I could not look after her and do my duties when she was seriously ill one winter. Her patience and sacrifice have always been inspiring. She has been so much a part of the work as an educationist and critic that it is futile to search for a suitable acknowledgement.

Mr.Muhammad Abdul Baten, B.A., Senior Assistant, Office of the Registrar, University of Dhaka typed out the thesis diligently and yet so cheerfully. I am ever grateful to him.

LIST OF ABBREVIATIONS

A/a	Approved
ADP	Annual Development Programme
ADPI	Assistant Director of Public Instructions
BAIN	Bangladesh Agricultural Information Network
BARC	Bangladesh Agriculture Research Council
BNR	Bureau of National Reconstruction
CMLA	Chief Martial Law Administrator
CPL	Central Public Library
ECNEC	Executive Committee of the National Economic Council
EPUP	Estimated Potential User Population
ERD	External Resources Division
FFYP	First Five Year Plan
FFYP	Fourth Five Year Plan
GDP	Gross Domestic Products
IMED	Implementation Monitoring and Evolution Division
LAB	Library Association of Bangladesh
LRC	Library Resource Centre
NA	National Archives
NEC	National Economic Council
NL	National Library
PEC	Project Evolution Committee
PEP	Project Evolution Proforma
PIB	Project Implementation Bureau
SFYP	Second Five Year Plan
SPIL	Society for the Promotion and Improvement of Libraries
TYP	Two Year Plan
U	Unapproved



Bangladesh: An introduction

Land

Bangladesh,<sup>1</sup> a landmass of 55,598 sq.m.,<sup>2</sup> is situated between the latitudes 20°34N and 26°38N<sup>3</sup> and longitudes 88°01'E and 92°41'E.<sup>4</sup> It has common frontiers<sup>5</sup> with two countries, namely, India and Burma. The total length of the frontier line is nearly 1,700 miles.

With about half the surface of the country below the 25° contour line, Bangladesh is generally described as a delta or as a flat alluvial plain, albeit the physiography presents considerable regional variety. Geologically speaking, the land<sup>6</sup> can be divided into three broad categories of physiographic regions. These are the Tertiary Hills, the Pleistocene Uplands and the Recent Plains.

The Tertiary Hills can be found in the Chittagong Hill Tracts<sup>7</sup> region in the SE, the only region in the country that experienced upheaval contemporaneous with the Himalayan Orogeny. Formed mainly of sand-stones and shales, the average height of the hills<sup>8</sup> is around 1,000' the highest peak being Mowduk Mual (3292') on the Bangladesh-Burma border.

- 
1. "Diodorus writes that when Alexander invaded India, the greatest of the Indian nations was...the Bengalis of those days." Majumdar, R.C. ed. History of Bengal, Dhaka University, 1963, p.41. Emperor Aurongzeb called Bangladesh "the paradise of nations in the 18th century". East Pakistan A Profile, Dhaka: Orient Longmans, 1962, p.19.
  2. Whitaker's Almanac, 1983, p.733. See also Bangladesh Population Census Report, 1981.
  3. Meet Bangladesh, 1979, Dacca: Department of Films and publication, p.12.
  4. Twenty years of Pakistan, 1947-67, Karachi: Pakistan Publications 1967, p.1. See also Nafis Ahmed. An Economic geography of East Pakistan. Second ed. 1968, p.2.
  5. Ibid. p.1.
  6. Meet Bangladesh, 1979, p.14.
  7. Ibid., p.14.
  8. Khan, F.Karim. An Introduction to Economic Geography, Dacca: New Age publications, 1963. pp. 513-17.

Marshes are fairly numerous in Bangladesh and are found in many areas. There are, however, three areas of major concentration: to the SW, to the NE and to the NW of the country. The whole country looks like a "Landscape with its evergreen shrubberies and bamboo thickets, stretching flat to the end of the horizon on which boatmen and cultivators play about in unison with nature".<sup>9</sup>

Rivers are the most commonplace and yet a very significant feature of the physical landscape of Bangladesh. In spite of their great numbers and variety, the rivers<sup>10</sup> of the country, excluding the ones in the two south-western districts of Chittagong and Chittagong Hill Tracts, belong to three major River Systems: the Ganges, the Brahmaputra-Jamuna and the Meghna.<sup>11</sup>

Heavy monsoon rainfall<sup>12</sup> in Bangladesh coupled with its location at the lowermost reaches of three mighty river systems, which drain a vast wet basin and low altitude of major parts of the country, among others, make floods an annual phenomenon here. In Bangladesh, major parts of the country are vulnerable to floods.<sup>13</sup> Floods occur most frequently in the regions in proximity to the confluence of the big rivers and along their banks. Floods are less frequent, for obvious

- 
9. East Pakistan: A Profile by Dr. S.S. Hossain, Orient Longmans, Dhaka: 1962, p.1.
  10. Encyclopedia of the Third World, Revised Edition, Vol. I. Kurian, George Thomas, London: Mansell Publishing Limited, 1982, p.125.
  11. Ibid., p. 126.
  12. Spate, O.H.K., Learnmouth and Farmer, B.H. India, Pakistan and Ceylon- The Region, London: Methuen, 1960, pp.573-76.
  13. Rashid, H. East Pakistan-A systematic Regional geography and its Development planning aspects, Lahore: SK. Ghulam Ali and Sons, 1965, pp.52-53. See also Webster's New geographical Dictionary, 1977, p.114.

reasons, in the areas of relatively higher altitudes. Floods are infrequent also in the western part of deltaic Bangladesh.

The climate of Bangladesh<sup>14</sup> is generally described as tropical Monsoon. It is characterised by cool winter, warm to hot summer, heavy summer rainfall, and occasional storms and cyclones. The mean annual temperature<sup>15</sup> hovers around 78°F. The January mean ranges between 62°F in the N to 66°F in the S. The summer maximum varies from 90°F to 95°F with July temperature varying between 80°F and 85°F. Extremes of temperatures, as high as 110°F and as low as 45°F, may be experienced locally, though very infrequently.

Rainfall is not uniform all over the country. It varies from about 55" in the NW or centre-west of the country to about 200" in the NE. Rains come here mostly during the June-September period with July and August experiencing the maximum. The centre-north and north-eastern part of the country also get some rain during the months of April-May due to cloud-bursts usually in the afternoons. These pre-Monsoon storms are known as the Nor' westers. November to February are practically rainless in Bangladesh.<sup>16</sup>

Cyclones are an important feature of the climate of Bangladesh. They visit the country during the pre-Monsoon (April-May) and post-Monsoon (September-November) periods when there is a reversal of the wind directions. These weather phenomena may be accompanied sometimes by tidal bores making them more devastating in character. Coastal areas

- 
14. Spate, O.H.K. and Learnmouth. India and Pakistan-Land, People and Economy, London: Methuen, 1960, pp. 46-69.
  15. Tayyeb, A. Pakistan- A political geography, London: Oxford University Press, 1966, pp.12-13. See also Khan, F. Karim. An Introduction to Economic Geography, Dacca: New Age publications, pp. 484-488.
  16. Whitaker's Almanac, 1983, 115th ed. p. 733.

bear most of the brunt of the cyclones in Bangladesh, although inland areas also suffer from their fury. While complete records of earlier occurrence are not available, it is known that the one that took place in 1797 A.D. was one of the most destructive,<sup>17</sup> razing all huts to the ground in a wide belt of the coast. The one in 1876 with a tidal wave of 10'-45' also destroyed a lot of many human lives and property. The 1960s saw as many as 7 severe cyclones taking a toll of about 4,00,000 human lives, the one in 1970 being the severest.

Three distinct seasons can be easily recognised in Bangladesh. These are the winter (November-February) with cool temperature and practically dry weather, the summer (March-May) with high temperature and some rainfall followed by the summer-Monsoon (June-October) with fairly high temperature and rainfall.

### People

With a projected total population of 92m in 1982, Bangladesh is the eighth most populous country of the world. She also belongs to the high density area<sup>18</sup> of the surface of the globe, the average density being 1,955 persons per sq.m. The density is however not uniform all over the country. In a general way the high productivity of the land goes with high density. Thus the fertile flood-plains are the most densely populated areas of the country. Density is high also in and around the urban centres. The hilly regions, the forested areas and the costal lands are less densely populated parts of the country. The district of Dhaka has the highest density of 3½ thousand per sq.m. with Chittagong Hill Tracts recording the lowest with 147.

---

17. Muhith, A.M.A. Bangladesh: Emergence of a Nation, Dhaka: Bangladesh Books International, 1978, p. 17.

18. Ali, K. Bangladesh: A New Nation, Dhaka: Ali Publications, 1982, p.270. See also Summary Report of the 1977 Land Occupancy Survey of Rural Bangladesh, Dhaka: Bangladesh Bureau of Statistics.

The male population totals 47m, the females numbering 45m. An important demographic characteristic is the predominance of the young population, the less-than-15-yr. group constituting nearly 50% of the total. This age structure strongly suggests a fast rising population in the next generation also. At present the growth rate stands at 2.5. It is interesting to note that at the beginning of the century the rate was merely .94. Even during the inter-censal period, 1951-'61, the growth rate of the population was 1.95.<sup>19</sup>

The vast majority of the people are Muslims. They constitute 87% of the total. The second important religious group, the Hindus number 11%. Christians and Buddhist Communities account for less than one per cent each.

Several tribes<sup>20</sup> are found in the peripheral areas of Bangladesh. Most of them inhabit the forested hill regions of the Chittagong Hill Tracts. The foothills to the north of the country and certain parts of north-western region also have a sizeable number of them. Numerically, the Chakmas, the Moghs, the Santhals, the Rajbangshis and the Garos are more important than other tribes like the Tipras, the Mundas, the Kochas, the Khasias and the Morangs. There are other still smaller communities of tribesmen. In total, all the tribals however number only slightly over 600 thousands.

The population of the country is predominantly rural with only 13% being classed as urban in 1982. These rural communities<sup>21</sup> live in villages spread all over the country. The percentage of literacy is very low and has remained practically unchanged over the past 30 years

---

19. Preliminary Report of Bangladesh population census, 1981.

20. Jahan, Rounaq. Pakistan: Failure in National Integration, Dhaka: Oxford University Press, 1977, p. 14.

21. Bangladesh. Population Census 1981, Dhaka: Bureau of Statistics, 1983, p. VII. See also Planning Commission, Swanirvar Gram Parikalpana, n.d., p.7.

around 20. The literacy rate among male is 31.0 (48.6 in urban areas and 27.3 in rural areas) and among females 16.0 (30.3 in urban areas, 13.7 in rural areas). The people of Bangladesh are however known to possess a very independent temperament<sup>22</sup> and grace. A melting pot of races they represent a liberal attitude. Nature has made its people soft and yet determined. They love their country intensively, they sing "My golden Bengal I love thee".<sup>23</sup>

The basic units<sup>24</sup> of regional administration are in descending order: division, district, sub-division, thana, parishad and village. There are four divisions, 19 districts, 62 sub-divisions, 418 thanas, 4,351 union parishads and 71,291 villages. The present Martial Law government upgraded the thanas into Upa-Zillas. These institutions are still evolving and their status and functions tend to shift according to the nature of the central government.

The Bangladesh unit of currency is the Taka divided into 100 Poisa (known in Bangladesh as Poisha). Coins are issued in denominations of 1,2,5,10,25 and 50 Poisa and notes are issued in denominations of 1,5, 10,20,50,100 and 500 Takas. The Taka was devalued in 1972 and 1975 and revalued in 1980.

#### Transportation and Communication

The large number of rivers and the annual flooding hazard make it difficult to build and maintain adequate transportation facilities in Bangladesh. The railways and waterways are the chief means of trans-

---

23. Tagore's lyric in Bangla "My golden Bengal, I love thee" was accepted as the national anthem of Bangladesh.

24. Bureau of Statistics, Primary Report, Bangladesh Population Census, 1981, p.4. See also Statistical Yearbook of Bangladesh 1982, Bangladesh Bureau of Statistics, 1983, p. 666.

portation. Road connections are still inadequate. There is no national road system as such. Most roads break off at riverbanks and crossings are made by ferry. Although most of the larger towns are connected by roads, the highways become submerged during the rainy seasons. The Bangladesh Biman is the national airlines of Bangladesh. It has an extended network inside the country connecting the main cities and also operates some international flights from the airport in Dhaka.

Bangladesh has flourishing newspaper industry with 28 dailies, of which 16 are published in Dhaka. Eighteen of the newspapers are published in Bangla and seven in English. Aggregate circulation is 350,000 or 5 per 1,000 inhabitants. The largest selling dailies are the Ittefaq (140,000) and Dainik Bangla (28,900) in Bangla and Bangladesh Observer (38,000) and Bangladesh Times (25,700) in English. The national news agency is the Bangladesh Sangbad Sangasta (the Bangladesh News Agency). Other agencies are the Bangladesh Press International, Eastern News Agency and United Press of Bangladesh. Six hundred and sixteen books were published (446 in Bengali and 61 in English) in Bangladesh in 1983.<sup>25</sup>

Bangladesh, has a rich cultural heritage extending over centuries. It has a rich language (Bangla) which belongs to the Indo-Aryan family of languages<sup>26</sup> and is the mother tongue of nearly 150 million people in the world. While literacy Bangla is the same all over Bangladesh, there are dilactical differences from region to region.

---

25. Source: Registrar of Publications, Government of the People's Republic of Bangladesh.

26. The New Encyclopaedia Britannica, Vol. 2, Chicago: Encyclopaedia Britannica, Int. 1976, p.690. Also Encyclopedia of the Nations-Asia and Australia, London: The New Caseton Library Service Limited, 1976, p.28.

The country also inherited a rich tradition of painting, episodes from legends, love-lores and nature's beauty find expression in terra cotta pottery, clay models, handicraft and embroidery. Modern Bangladesh paintings sought and found their finest expressions in figurative works that drew inspiration from the soil and toiling masses. The works of various pioneers display appearances of boatmen, fishermen, peasants, tribal women, snake charmers, herds of cattle etc.<sup>27</sup>

Equally varied is the tradition of music<sup>28</sup> that can be broadly divided into three categories - classical, folk and modern. While classical music whether vocal or instrumental has been rooted in the ancient history of the country being cultivated with patience and passion by devoted musicians over the centuries, folk music<sup>29</sup> has been nurtured through the ages by village bards in various forms such as Bhatiali, Baul, Marfati, Murshidi, Bhawaiya etc.

Throughout the history of Bangladesh its architecture<sup>30</sup> found expression in monasteries, temples, mosques, churches and tombs depicting distinctive styles and cultural influences. Some of the ancient monuments such as the Paharpur Buddhists Monastery and the Shat Gombuj Mosque of Begherhat have been protected by the Department of Archeology. The National Museum has been collecting and preserving museum objects of great value.

---

27. The New Encyclopaedia Britannica, Vol. 2, 1976, p.694.

28. Meet Bangladesh, Dhaka: Dept. of Films and Publications, 1979, p.28.

29. Ibid. See also Bangladesh Quarterly, Vol. 4, No. I, September, 1983 published by Dept. of Films and Publications, Govt. of Bangladesh, pp. 8-12.

30. Ibid., p. 36.



In the field of culture<sup>31</sup> the major objectives of the Second Five Year Plan of Bangladesh have been (a) developing the Bangla language and literature<sup>32</sup> with emphasis on production and publication of text books in Bangla for higher education, (b) expansion of public library services<sup>33</sup> throughout the country, the National Library forming the apex of the library system, (c) developing and promoting fine arts and (d) preserving national history heritage.

Culture<sup>34</sup> in Bangladesh is dominated by the middle class. Those who are very rich keep aloof, those who are very poor exert a minimal influence; and it is the educated middle class that controls as well as determines the character of the cultural life. One of the features of the cultural scene is the annual observance<sup>35</sup> of days like February 21, the Independence Day (March 26), the first day of the Bengali New Year (April 15), Rabindranath Tagore's birth anniversary (May 9,) Nazrul Islam's birth anniversary (May 25), Victory Day (December 16), and twenty-first of February, called the Shahid Day. In 1952 several persons laid down their lives while engaged in a movement for the recognition of Bangla as one of the state languages of the then Pakistan. This day still provides the educated middle class in Bangladesh with an opportunity to reawaken their feelings of nationalism and faith in democratic values, together with a sense of identity. The Bengali New Year's Day however, creates the usual liveliness among the urban public. The birth anniversaries of the two poets, Rabindranath and Nazrul Islam, are distinctive features of our cultural life. The two days are observed in the traditional way.

---

31. Bangladesh: Second Five Year Plan(1980-85) Chapter-XVI. pp.41-43.

32. Ibid., pp.41-43

33. Ibid., pp.44-50.

34. Haider, Mahmud. Resurrection of Bangladesh, Dhaka: National Book Centre, 1983, pp. 4-12.

35. World mark Encyclopaedia of Nations: Asia and Australia, 1976, p.22.

The new government took a number of reformist measures. The Education Policy<sup>36</sup> produced unfavourable reactions inasmuch as it sought to make it obligatory for primary students to learn two foreign languages.

### Emergence of Bangladesh

Between the end of British Rule in 1947 and the latter part of 1971, Bangladesh<sup>37</sup> constituted the eastern wing of Pakistan. Throughout this period it remained geographically, linguistically and culturally distinct from West Pakistan.<sup>38</sup> In the absence of effective integration between the two wings, the distinctive character of East Bengal became a more potent factor than the creation of Pakistan.<sup>39</sup> The more populous but less industrialised East felt itself to be neglected and treated inequitably by the politically dominant West. When in December 1970, national elections were held for a Constituent Assembly and for Provincial Assemblies, Sheikh Mujibur Rahman, leader of the Awami League, whose Six-Point Programme<sup>40</sup> called for a better deal for East Pakistan and strengthening of its powers as against those of the Central Government, received over-whelming support from the people of East Pakistan. Winning 167<sup>41</sup> seats out of 300, the Awami League became the majority party in the National Assembly.

- 
36. Khan, A. Majid. "Situation of Education and culture in Bangladesh", The Bangladesh Times, Nov. 11, 1983. Various pages.
37. The World Almanac and Book of Facts, 1982, p. 519.
38. Singh, Major Gen. Sukhwant. The Liberation of Bangladesh, Vol. I, Bangladesh edition. Dhaka: 1980. p.2.
39. Spear, P. India, Pakistan and West, London: 1949, p.191.
40. Rounaq, Jahan. Pakistan: Failure in National Integration, Dacca: Oxford University Press, 1977, pp.139-40.  
Also see. Bangladesh: Background and perspectives by Kashyp, Dr. Subash C.I.C.P.S. publications, Delhi: pp. 1-2. Also see Emergence of Bangladesh and Role of Awami League by Md. Abdul Wadud Bhuyan, pp.100-110.
41. Ibid., pp. 189-190.

Following the proscription by President Yahya of the Awami League, many of its leaders crossed the border into India where they set up a 'government-in-exile'.<sup>42</sup> On 17 April, at Mujibnagar (in Bangladesh), a formal declaration of independence was made and orders were issued to struggle for liberation. Bangladesh achieved independence<sup>43</sup> on 16 December 1971 following the capitulation of the Pakistani Army and civil authorities.

### Government

The national government of Bangladesh is of a unitary form mainly due to the compact geographical nature of the territory and the homogeneous nature of its society. The governmental form that emerged is a synthesis of parliamentary and presidential form. The homogeneous nature of the society and low literacy rate were also factors in having a unicameral legislature. Committee system in the parliament was also introduced in order to ensure responsiveness of the government to the people.

Initially the four state principles as enumerated in the 1972 Constitution<sup>44</sup> were Socialism, Secularism, Democracy and Nationalism. But in 1977 these State Principles were substituted by the 'the principles of absolute trust and faith in the Almighty Allah, nationalism, democracy and socialism, meaning economic and social justice together with the principles derived from them as set out in this part'.<sup>45</sup>

- 
42. Bhatnagar, Yatindra. Bangladesh: Birth of a nation, Delhi: ISSD publication, 1971, pp. 152-54.
43. Encyclopaedia of the Third World, Vol. I, 1982, p. 125.
44. The constitution of the people's Republic of Pakistan: 1972, P.5. See also Encyclopedia of the Third World, 1982, p.125.
45. The constitution of the People's Republic of Pakistan, amended upto 28th February, 1979, Dacca: Manager, Govt. Printing Press, 1979, P.5.

Economy

Bangladesh is one of the least<sup>46</sup> developed countries in the world. If we take the countries which have more than ten million inhabitants Bangladesh is found to be the poorest among all.<sup>47</sup> Professor Dorfaman of Harvard University called it "modern economists simple mistake".<sup>48</sup> The great majority of the people are engaged in traditional agricultural activities.<sup>49</sup> Labour productivity in Bangladesh is very low because of limitedness of land and other complementary resources as well as low levels of skills. There are more than ninety million people in Bangladesh; the per capita income thus works out to about £ 120 a year. Nearly 47 per cent of the national output<sup>50</sup> accrues in the agricultural sector and about 73 per cent of the labour force of the country are also engaged in this sector. Value added per worker is the highest in the service sectors and lowest in the agriculture sector.

- 
46. Muhith, A.M.A. Bangladesh: Emergence of a Nation, Dhaka: Bangladesh Books International, 1978, pp. 15, 17.
47. Bangladesh. The Second Five Years Plan: 1980-85, p.1.
48. Prof. Dorfaman of Harvard University in his testimony before the house of Foreign Relation Committee (Sub-Committee on Asian and Pacific Affairs) stated "from an economic point of view East Pakistan is simply a mistake". Crisis in East Pakistan-Hearings before the sub-committee on Asian and Pacific affairs of the Committee. House of Representative May 11 and 25, 1971. U.S. Government Printing Office, Washington D.C., p. 26.
49. Muhith, A.M.A. Bangladesh- Emergence of a nation, Dhaka: Books International Limited, 1978, pp. 10-11, Also see Majumder, R.C. History of Bengal, Dacca University, 1963, p. 374.
50. World Almanac and Book of Facts, 1982, p. 519.

The literature of Bangladesh<sup>54</sup> has a long history dating back to the early years of the century, and the stages of its development coincide with an awakening of consciousness among listeners and readers. The twentieth century has been a time of great and striding changes in regards theme and technique, like most other modern literatures. But unlike any other literature, it received a shot in the arm in a late stage of its development, that is, with the gaining of Independence of the country from colonial powers. The freedom movement of 1971 freed more than the social and political shackles, it freed the mind of a creative race. Although the journey from 1971 to 1983 has not been long, the fruits of an unshackled imagination are already beginning to thaw. What characterizes Bangladeshi literature<sup>55</sup> of today is an awareness of our own identity, a search for the self which is beginning to be recognizable, a strong urge towards innovation and breaking down of the restrictive tradition, and a predilection for constant experimentation. Our literature showed restlessness on the surface, but moved with an undercurrent of certainty, faith, belief, disbelief, doubt, rejection, acceptance, cynicism, hope—all these conflicting and contradictory trends and movements characterize our literature<sup>56</sup> at its best, which has been seen in all these years since Independence.

#### Education: Background

This period was in effect, the period of break-through. It was a period of inquiry and discovery, challenging old traditions, testing new values, raising many questions, and searching for answers. The efforts in this direction were well-illustrated by the work of several committees and commissions, such as in the field of education specifically, examples are the Central Advisory Board of Education, the East

---

54. Bangladesh District Gazetteers, 1975, p.325.

55. Rounaq Jahan. Pakistan Failure.....,p. 14.

56. Ibid.

Pakistan Educational Reconstruction Committee, the Educational Reforms Commission (East Pakistan), and the Commission on National Education which are stated in details in chapter four.

The first university in Pakistan was established by the British in 1882<sup>57</sup> in Lahore, followed by another in Dhaka in 1921.<sup>58</sup> With the Partition came a new consciousness of the importance of education so that new universities came to be established. Apart from the Universities of the Punjab<sup>59</sup> at Lahore (1882), Dacca and Sind (at Hyderabad), Pakistan possessed the universities of Peshawar (established in 1950)<sup>60</sup>, Karachi<sup>61</sup> (1951), Rajshahi<sup>62</sup> (1954), Islamabad<sup>63</sup> (founded 1965, incorporated 1967), Chittagong<sup>64</sup> (founded 1966, incorporated 1967) and Baluchistan (Quetta)<sup>65</sup> (1970), Jahangirnagar<sup>66</sup> University, Dacca (1970), the West Pakistan Agricultural University at Lyallpur<sup>67</sup> (1961), the West Pakistan

- 
57. Roy Chowdhury, S.C. Social, cultural and economic history of India, Delhi: Surjeet publication, 1981, p.19. See also Murullah, Syed, History of Education in India During the British period, 1947, p.236.
58. Basu, Ananthnath. Education in Modern India-A Brief Review, Calcutta: Orient Book Company, 1947, pp.75, 88. See also Murullah, Syed. History of Education in India During the British period, London: Macmillon, 1943, pp.282-83. See also The University of Dacca: a review of changes and developments during the decade 1958,-68, Dacca: The Dacca University Brochure Committee, 1968, pp.1-77.
59. Twenty Years of Pakistan: 1947-67, Karachi: 1969, p. 417.
60. The World of Learning, 1982-83, vol. I, London: Europa, 1982, p.1072.
61. Ibid., p.1073. Also see Pakistan Review, No. 7., Vol. I, 1953, p.21.
62. Ibid., p.148.
63. Ibid., p.1074.
64. Ibid., p.147.
65. Encyclopaedia of the Third World: Revised edition, p. 1373.
66. Ibid., p.148.
67. Ibid., p. 1071.

University of Engineering and Technology in Lahore<sup>68</sup>(1961), the Agricultural<sup>69</sup>University of Mymensingh (1961) and the University of Engineering<sup>70</sup> and Technology in Dacca(founded 1961, incorporated 1962).

There were 392 degree colleges in 1970, including 94 professional colleges (of which 8 were for girls), and 285 non-professional colleges (of which 61 were for girls).<sup>71</sup>

The universities were secular; teachers and students pursued their studies and research in an atmosphere of academic freedom, unrestricted by any political or theological restriction.<sup>72</sup>

At the time of Partition, few women<sup>73</sup> were enrolled in colleges and universities. Later on, there were many colleges specifically for women and covering almost all fields of study; they enrolled in almost all postgraduate and professional programmes in the universities.<sup>74</sup> The main function of the universities was to maintain a uniform standard in the areas under their respective jurisdictions through common syllabi and examinations. All colleges in that area were affiliated at a university which laid down the courses of study and conducted the examinations.

---

68. Worldmark Encyclopaedia of Nations: Asia and Australia, 1971, p.279.

69. The World of Learning, 1982-83, p.146.

70. Ibid., p.147.

71. Commonwealth Universities Yearbook, 1971, p. 109.

72. Keay, F.E. History of Education in India and Pakistan, London: O.U.P. 1964, p.226.

73. Sharfuddin, Abdulla Al-Muti.ed. Education for All: East Pakistan Education Week, Dhaka 1966-67, Dhaka: 1968, pp.173-183. See Also Zaki, W.M. Educational Development in Pakistan, Islamabad: West Pakistan Publishing Company. See also The Encyclopaedia Britannica in 30 vols, vol. 13, 1976, p.904.

74. Educational Statistics For West Pakistan: 1962-63, Part III: Higher Education, pp. 25-27.

In fact the earlier universities were little more than examining boards.<sup>75</sup> Pakistani universities were not been able to shed the exaggerated importance attached to examinations. The next development was that the universities began to develop their own teaching departments; in particular, Dacca was originally established as a teaching<sup>76</sup> university. The universities of Pakistan were both teaching and affiliating bodies<sup>77</sup> except for the two agricultural, two engineering, Islamabad and Jahan-girnagar Universities which were purely teaching and research universities. Apart from their own departments under the direct control of the university, each university had some institutes, which were financed by the university, but had separate boards of governors, with a certain measure of autonomy.<sup>78</sup> The University could disaffiliate a college if it felt that standards were not maintained. Universities sent teams of inspection to keep themselves informed about conditions in affiliated colleges and sometimes appointed representatives on their boards of governors.<sup>79</sup>

The annual grants made by provincial governments through their education departments constituted the main source<sup>80</sup> of income of all the universities. The government of the then Pakistan accepted the principle of making direct grants for various schemes submitted to them by the universities from time to time.

- 
75. Report of the Dacca University Committee: 1912, Calcutta: The Bengal Secretariat Book Depot, 1914, p.9.
76. Ibid., pp.12,15-16.
77. Twenty years of Pakistan- 1947-67, p. 417.
78. Hand Book of the Universities of Pakistan, Islamabad: University Board of Pakistan, 1968, p. 42.
79. Annual Report of the universities of Pakistan, 1948-70, various pages.
80. Twenty Years of Pakistan: 1947-67, p. 418.



The ratio of government grant to total budget varied from one university to another, but the general pattern seemed to be that government grants amounted to more than one-half<sup>81</sup>. The highest academic body was the academic council, which consisted of all professors, readers, some principals of affiliated colleges and a few distinguished scholars in various fields. The executive authority of the university vested in a syndicate<sup>82</sup> consisting of a senior teacher, a registered graduate and some other distinguished persons. The Chairman of the academic council and the syndicate or the executive council was the Vice-Chancellor, who was the real academic and executive head of the university. The Vice-Chancellor was appointed for a period of four years<sup>83</sup> and there was no bar against his re-appointment. The President of the then Pakistan was the Chancellor of Islamabad university and the provincial governor was the Chancellor of a provincial university.<sup>84</sup> Proposals having financial implications were first examined by the finance committee<sup>85</sup> before they went to the syndicate. All proposals for new departments and buildings went to the planning and development committee.<sup>86</sup> In most of the universities, English was the medium of instruction.<sup>87</sup> Most teachers possessed research degrees.<sup>88</sup> Many teachers had higher degrees from Europe, the United Kingdom or the United States of America. Teaching was done through lectures, tutorials, laboratory work and field surveys, but lectures predominated, especially in the arts subjects. There was a growing emphasis on research in the universities.<sup>89</sup>

---

81. Ibid., p.417.

82. Ibid., p.418.

83. Ibid., p.417.

84. Hand Book of Universities. Inter-University Board of Pakistan. 1955-56, p. 127.

85. Hand Book of the universities of Pakistan Inter-University Board of Pakistan, Islamabad, 1968, p.XII.

86. Ibid., p. XIII.

87. Pakistan. Commission on National Education, 1959, p. 281.

88. Hand Book of Universities. Inter-University Board of Pakistan 1955-56. Various pages.

The total enrolment at universities in 1969-70 (1960-61 figures in brackets for comparison) was 181, 715 (48,555) of whom 157,895 (44,462) were registered for undergraduate/Professional or diploma courses, 23,246(3979) for master's degrees by examination and 574(114) for research degrees<sup>90</sup> (M.Phil, M.Litt. Ph.D.).

All the degree courses at the universities and most of the diploma courses were full-time courses, requiring registration and regular attendance, but some colleges and university departments also offered evening courses, mainly in languages, Law, Commerce and Library Science.

The Inter-University Board of the then Pakistan, constituted in 1948 by the then Ministry of Education, government of Pakistan, consisted of three members from each university, one being the Vice-Chancellor and the other two nominees of the syndicate or the executive council.<sup>91</sup>

There was a great political upsurge in 1968 and a new government came into power and put forward new educational proposals. On receipt of comments from a large number of educationists and many institutions, the proposals were redefined and put into the form of New Educational Policy.<sup>92</sup>

In addition to the universities there were learned bodies like research organizations and professional associations which carried on programmes of research. The Central Institute of Islamic Research, the Pakistan Historical Society, the Institute of Development Economics,<sup>93</sup>

---

89. Annual Reports of the Universities from 1948-1970, Various pages.

90. Ibid.

91. Hand Book of the Universities of Pakistan 1968, p. XIII

92. Pakistan. Proposals for New Education Policy, 1970.

93. This Institute was transferred to East Pakistan (now Bangladesh)

the Pakistan Institute of Islamic Research,<sup>94</sup> the Pakistan Institute of International Affairs,<sup>95</sup> Pakistan Association for the Advancement of Science, the Scientific and Industrial Research Laboratories,<sup>96</sup> the Atomic Energy Commission,<sup>97</sup> Urdu Development Board,<sup>98</sup> Bengali Academy,<sup>99</sup> Iqbal Academy<sup>100</sup> and various other bodies were engaged in research in their respective fields.<sup>101</sup> In spite of so many commissions and reports on education, the standard and scope of school, madrasah and higher education did not improve as desired.

If the results felt short of expectations during this period of transition, the progress was by no means insignificant. The path to speedier progress in the future was paved by many enlightening discoveries. It was learned, for example that freedom was no magic wand to bring progress, which only hard and sustained work with skill and competence can win. The gaps between theory and practice were recognized among the great hurdles. Realization also dawned on the country's leaders that the objectives of national development were not attainable by any doctrinaire or copybook method.

#### The present Educational provision in Bangladesh

Broadly, education in Bangladesh comprises three levels,<sup>102</sup> primary, secondary and higher. Pre-primary education is offered by a few private institutions, mostly in the metropolitan cities, and few thousand mosque schools in the rural areas. The Department of Education maintains a loose supervision over them .

---

94. Pakistan. The First Five Year Plan- 1955-60, pp. 575-76.

95. The World of Learning, 33rd vol. I, p.1065.

96. Pakistan. First Five Year Plan-1955-60, p.575.

97. Ibid., p.577.

98. Twenty Years of Pakistan-1947-67, p.425.

99. Bengali Encyclopaedia, vol. 3. 1973, p.394.

100. The World of Learning, 33rd. edn., vol. I, p. 1065.

Primary Education

The duration of primary education is <sup>103</sup>5 years (grades 1.5) beginning at the age of 6. There are 40,926 primary schools in the country and many secondary schools have primary sections attached to them. Although tuition-free primary education is yet to be made universal and compulsory, one-third of the school age children still remains outside schools. The major problems <sup>104</sup> in this area are:-

- a. Low enrolment ratio, particularly of girls, the enrolment ratio for girls being around 36.58 per cent.
- b. Inadequate physical facilities.

Number of primary schools by Govt. and Non-Govt. is shown below:-

1977-78			1978-79			1979-80		
Govt.	Non-Govt.	Total	Govt.	Non-Govt.	Total	Govt.	Non-Govt.	Total
37100	4687	41787	37439	5004	42443	37609	4979	42588

1980-81			1981-82		
Govt.	Non-Govt.	Total	Govt.	Non-Govt.	Total
37430	5017	42447	37261	5402	42683

Source: (i) Primary Education officers, Ministry of Education.

(ii) Bangladesh Bureau of Statistics (1982)

103. Encyclopedia of the Third World, Revised Edition. Vol. I, London: Mansell Publishing Limited, 1982, p. 138.

104. Ibid.

### Secondary Education

Secondary Education<sup>105</sup> consists of three phases—Junior Secondary (grades 6-8), Secondary (grades 9-10) and higher secondary (grades 11-12).

While secondary education is offered in 8,662 junior high schools and high schools, the higher secondary course is provided in the intermediate sections of 343 degree colleges and in 213 intermediate colleges. Two public examinations at the end of grades 10 and 12 leading to the Secondary School Certificate (SSC) and Higher Secondary Certificates (HSC) respectively are conducted by four autonomous Boards of Intermediate and Secondary Education.

One of the major weaknesses<sup>106</sup> of secondary education is that it has traditionally been looked upon as preparatory to higher education without catering for preparation for entry into vocations. A further problem is the high failure rates at the SSC and HSC Examination. At the 1983 SSC Examination out of 2,69,501 candidates, only 37.9 per cent became successful, the majority in the Second and Third Division. It is well known that failure in English is the most important factor contributing to high failure in the SSC and HSC Examinations.

### Higher Education

Higher education<sup>107</sup> includes education at post-HSC level (after grade-12) comprising the following courses<sup>108</sup> of studies: (a) 2-years ordinary first degree (B.A., B.Com., B.Sc.). (b) 3-Years specialised degree in Arts, Science and Commerce; (c) 4 and 5 years professional first degree in Engineering, Architecture, Medicine, etc. (d) Master's Degree (Duration: 1-2 years depending on pre-qualifications); (e) Diploma in

105. Ibid.

106. Ibid. Files maintained in the offices of the Boards of Intermediate and Secondary Education.

107. Whitaker's Almanack: 1983, p. 732.

108. Worldmark Encyclopaedia of the Nations, Vol. 4, p. 34.

Library Science (one year after Bachelor's Degree), M.A. in Library Science (two years after Bachelor's Degree and one year after Diploma). (f) M.Phil and Ph.D. degree (Duration: 2 years for M.Phil. and 2 years for Ph.D.)

The rise and fall of number of students and teachers by university are given below:-

Name of University	Students								
	1979-80			1980-81			1981-82		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Dhaka	10555	4021	14576	10993	3577	14570	11448	3884	15332
Jahangir Nagar	1060	198	1258	941	175	1116	1252	254	1506
Chittagong	4402	868	5270	4198	876	5074	4248	985	5233
Rajshahi	8318	1679	9997	8470	1767	10237	9322	1942	11264
Engg. university	2302	81	2383	2553	88	2641	2667	99	2766
Agri. university	2935	111	3046	3316	154	3470	3414	184	3598
Total	29572	6958	36530	30471	6637	37108	32351	7348	39699

Name of University	Teachers								
	1979-80			1980-81			1981-82		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Dhaka	714	135	849	670	133	803	710	135	845
Jahangir Nagar	135	15	150	138	14	152	137	18	155
Chittagong	332	22	354	336	20	356	373	22	395
Rajshahi	406	19	425	435	21	456	436	21	457
Engg. university	246	8	254	254	13	267	259	15	274
Agri. university	347	7	354	358	8	366	352	6	358
Total	2180	206	2386	2191	209	2400	2267	217	2484

Source: University Grants Commission.

The courses of higher education<sup>109</sup> are offered by degree colleges, professional colleges and six universities, four offer general courses, one offers courses in agriculture and the other courses in engineering and technology. A seventh university is in the process of being established. Although the universities are self-governing institutions 95 per cent of their total expenditure is provided by the Govt. as block grants.

One of the most serious problems<sup>110</sup> in the field of higher education is that its expansion during the past decades has been completely unrelated to the manpower needs of the country and that its enormous growth has been possible at the expenses of primary, secondary and technical sectors. Recently a feeling has grown that a university is a place to keep the young people off the labour market. Secondly within the higher education system there is a serious imbalance nearly 70 per cent of all enrolments being in the arts and humanities. Thirdly in spite of the high cost of university and college education, the overall performance in terms of quality and output of this sector is extremely poor. The dropout or failure rates in B.Sc. and B.Com. Hons. and pass is very high. In the outlying rural colleges the failure and dropout rate in B.Sc. Hons. has been recorded as high as 87 per cent.

#### Technical Education

Technical education<sup>111</sup> is organised in three tiers—certificate, diploma and degree. Wider certificate courses preparing skilled workers are provided in 54 vocational training institutes. 3-year diploma courses in various branches of engineering and technology are offered by

---

109. Bangladesh Economic Survey: 1981-82, Dhaka: Ministry of Planning, 1982, p.211.

110. Ibid.

111. Bangladesh Yearbook: 1983. Dhaka: Progati Prakashan!, 1983, p.168.

17 Polytechnics and 4 monotechnics. Degree courses however are provided by 4 Engineering Colleges and a University of Engineering and Technology. The major gap in the field of technical education are: (a) inadequate linkage of technical institution 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 and (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.

Number of technical institutions by type and teachers and students therein are shown below:-

Institution	Number of institutions			Number of teachers			No. of students in-take		
	1980-81	1981-82	1982-83	1980-81	1981-82	1982-83	1980-81	1981-82	1982-83
1. Engineering College	3	4	4	102	152	152	1589	1709	1709
2. Technical Teacher's Training College	1	-	-	11	-	-	109	-	-
3. Polytechnic Institute	17	17	17	781	845	851	9805	11627	16206
4. Institute of Graphic Arts	1	1	1	18	27	19	83	85	104
5. Textile Institute	1	1	1	24	24	25	408	428	-
6. Leather Technology Institute	1	1	1	23	23	15	34	34	127
7. Commercial Institute	6	6	-	23	59	-	1120	1200	-
8. Survey Institute	1	1	-	8	8	-	302	307	-



9. Vocational Training Institute	25	54	54	148	258	258	2591	4500	45.0
10. Trade section attached to polytechnic Institute	13	13	-	-	-	-	2279	2870	-
11. Commercial department attached to polytechnic Institute	10	10	-	105	69	-	1600	1700	-
12. Glass and Ceramic Institute	1	1	1	10	10	5	45	46	62
13. Textile College	1	1	1	35	37	23	465	474	310

Source: Bangladesh Economic Survey (1981-82)

#### Madrasha Education

Besides the general system of education there is a traditional system known as Madrasha education,<sup>112</sup> which imparts religious instruction to the Muslim students: The stages of this system are:-

- a. Ebtadayee (Primary) 4 years course.
- b. Dakhil (Secondary) 6 years after Ebtadayee.
- 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.

112. Ibid., p. 169.

Number of Govt. and affiliated madrasahs (secondary level and above) with teachers and students therein under the Madrasah Education Board are given below:-

Type of madrasahs	Number of madrasahs			Number of teachers			Number of students		
	1980-81	1981-82	1982-83	1980-81	1981-82	1982-83	1980-81	1981-82	1982-83
Dakhil	1426	1682	1361	10797	11016	11910	131210	150200	200753
Alim	477	530	452	6001	8532	5218	91550	83350	79825
Fazil	596	594	575	8748	8748	8152	132312	13600	127171
Kamil	63	58	62	1312	1312	1382	18396	18500	22312
Total	2562	2864	2450	26858	29608	26662	363468	388050	420062

Source: (i) Bangladesh Economic Survey, Ministry of Finance and Planning.  
(ii) Madrasah Education Board, (No. of Madrasah, for 1981-82).

The most serious problem in this field is that the Madrasahs have remained outside the rule of modernising influence, no serious attempt made to up-date the academic programme and introduce science and technical subjects in their courses of studies.

#### Teachers 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 (The one-year course is being replaced by a two-year course).

For teachers of secondary schools, 10 Teachers Training Colleges offer the B.Ed. course (the entry requirement being a bachelor's degree). The Institute of Education and Research of the University of Dhaka offers a one-year Diploma in Education and a two-year M.Ed. course (two years after bachelor's degree and one year after diploma) and a Ph.D. programme in Education.

Number of teachers training colleges and institutions and number of students therein are shown below:-

Year	Teachers' Training College (Secondary Schools)			Teachers' Training Institution (Primary schools)		
	No. of College	No. of students	Total	No. of Institutions	No. of students	Total
1970-71	8		1798	60		8892
1971-72	8		1798	60		8892
1972-73	12		2223	56		7482
1973-74	12		2667	56		9028
1974-75	12		2899	47		7627
1975-76*	12		2861	47		7360
1976-77*	11		2823	47		7093
1977-78	10		2785	47		6825
1978-79*	10		2748	47		6900
1979-80*	10		2711	47		6975
1980-81*	10		2674	47		7050
1981-82	10		2639	47		7125
1982-83	10		2639	47		7125

\*Estimates.

Source: (i) Bangladesh Bureau of Statistics. (1981)

(ii) Bangladesh Economic Survey. (1982)

Number of other professional colleges by type and number of students therein were as under:-

Year	Law		Agriculture		Home Economics		Social welfare and research	
	No. of College	No. of student	No. of college	No. of student	No. of college	No. of students	No. of Col.	No. of Student
1969-70	10	3638	1	303	1	467	1	165
1970-71	11	4590	1	407	1	500	1	281
1971-72	14	6763	1	447	1	500	1	301
1972-73	11	4550	1	850	1	300	1	206
1973-74	22	9922	1	506	1	398	1	187
1974-75	22	8811*	1	506	1	562	1	225
1975-76	22	7700(a)	1	372	1	522	1	312
1976-77	22	6703*	1	310*	1	615*	1	253*
1977-78	22	5706	1	248	1	708*	1	259*
1978-79	24	6932	1	248	1	800	1	350
1979-80	24	6706	1	248	1	800	1	377
1980-81	22	5606	1	397	1	800	1	319
1981-82	22	5606	1	397	1	800	1	335
1982-83	22	5606	1	397	1	800	1	-

\*Estimates.

(a) Excluding data for six colleges.

Sources: (i) Bureau of Educational information and Statistics(1982)

(ii) Bangladesh Economic Survey, 1981-82.

(iii) Principals, College of Arts & Crafts, Home Economics and Institute of Social Welfare and Research.

It is believed that attracting the right kind of persons to the teaching profession has been a basic problem. Also the courses of studies<sup>113</sup> need to be updated, modernised and improved. The duration of the Certificate in Education course for primary teachers has to be extended so that the quality of teachers at this level may be improved.<sup>114</sup>

### Educational Administration

Educational Administration<sup>115</sup> involves two levels policy and execution. While the Ministry of Education is concerned with policy formulation, planning, monitoring and evaluation, the 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.

In addition, the following staff departments<sup>116</sup> of the Ministry perform specialised functions assigned to them:- (a) The National Institute of Educational Administration, Extension and Research (NIEAER),<sup>117</sup> (b) The National Curriculum Development Centre<sup>118</sup> (NCDC), (c) The Bangladesh Bureau of Educational Information and Statistics<sup>119</sup> (BANBEIS),

113. Bangladesh Economic Survey: 1981-82, Dhaka: Ministry of Planning, 1982, p.212.

114. Education in Asia and the Pacific: Reviews, Reports and Notes Number 19, 1982, Bangkok: Thailand: UNESCO Regional Office for Education in Asia and the Pacific, pp.15-16.

115. Bangladesh Yearbook: 1983, Dhaka: Progoti Prokashani, 1983, p.164.

116. Ibid., p. 165.

117. Bangladesh Economic Survey: 1981-82, p.223.

118. Ibid.

119. Ibid.

(d) The Bangladesh Education Equipment Board (BEEB), (e) The National Institute of Educational Media and Technology (NIEMT), (f) The Directorate of Audit and Inspection. Further, a number of autonomous bodies have a share in the administration of education. These are:- (a) The University Grants Commission (UGC), (b) Six universities, (c) Four Boards of Intermediate and Secondary Education,<sup>120</sup> (d) The Madrasha Education Board, (e) The Technical Education Board, and The Bangladesh School Text Book Board.

There is a number of major problems in the area of educational administration.<sup>121</sup> First, education is underadministered. In 1980 there were only 150 administrative and supervisory posts including all categories from the Education Secretary down to the Thana Education Officer for overseeing the work of about 53,000 institutions at various levels. Second, there is a lack of opportunity for inservice professional growth of educational administrators.<sup>122</sup> Third, since the academic supervisory staff had to devote most of their time and efforts to supervision of departmental projects, academic supervision remained grossly neglected. Fourth, at the policy level most of higher officials, being civil servants, moved from the Ministry of Education to other Ministries frequently as a result a sense of commitment to the education service had been found to be lacking.

#### Educational Finance

Education in Bangladesh is grossly underfinanced.<sup>123</sup> Over the years the percentage of expenditure on education has declined both

---

120. Statistical Yearbook of Bangladesh: 1981, p.397.

121. Bangladesh Yearbook: 1983, Dhaka: Pragati Prokashoni, 1983, p. 164.

122. Ibid.

123. Statistical Yearbook of Bangladesh: 1981, p. 401.

in terms of GDP and annual budget. During 1973-81 the share of recurrent expenditure on education had undergone a gradual decline from 15.5 per cent to 13.10 per cent. In terms of GDP the 1982-83 budget expenditure on education<sup>124</sup> was less than 1.4 per cent while most countries of the region spent in the neighbourhood of 2 per cent and UNESCO recommendation was for 7 per cent. On the development side, the Second Plan (1980-85) allocated 4.3 per cent to education (the share of public sector development expenditure on education dropped from 7.2 per cent in 1973-74 to 3.9 per cent in 1983-84).

The distribution of public expenditure over various levels of education is highly skewed. The recurrent costs on a primary child and a university student being Taka 76 (£ 3.07) and Taka 10,333 (£ 418.34) respectively. The average cost of an undergraduate in a government college is Taka 2,100 (£ 85.03) while in a non-government college the average cost is Taka 210 (£ 8.50). Furthermore, over 70 per cent of the investment in education goes in the urban area where universities and most of the govt. colleges and schools are located.<sup>125</sup>

---

124. Ibid.

125. Bangladesh. The Second Five Year Plan (1980-85), pp.XVI-1114, See also Statistical pocket Book of Bangladesh 1983. Bangladesh Bureau of Statistics, 1983, pp. 503-504.

The following table shows the consolidated expenditure on education by type of educational Institutions.

	(In crore Taka)					
Revenue expenditure	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Primary schools	68.73	85.24	90.11	95.02	98.64	142.00
Govt. Special schools	4.48	5.20	5.58	6.72	6.84	9.27
Non-Govt. special schools	3.81	5.49	6.74	12.73	14.58	17.29
Others	2.60	2.99	4.55	5.23	6.44	8.73
Govt. Secondary schools	4.00	4.93	5.52	6.30	7.20	8.55
Non-Govt. Secondary schools	16.40	26.01	25.19	35.53	36.19	43.14
Total (For Secondary schools)	20.40	30.94	30.71	41.83	43.39	51.69
Govt. Colleges (Men)	2.94	5.82	7.56	8.92	11.79	14.44
Govt. Colleges (Women)	0.64	1.10	1.31	2.67	2.05	2.56
Total (For Govt. colleges)	3.58	6.92	8.87	11.59	13.84	17.00
Non-Govt. Colleges (Men)	2.57	5.11	5.19	8.59	8.94	10.61
Non-Govt. colleges (women)	0.77	-	-	-	-	-
Total (for Non-Govt. colleges)	3.34	5.11	5.19	8.59	8.94	10.61
Govt. professional colleges	0.92	1.23	1.45	1.99	1.74	2.16
Universities	13.62	20.10	23.63	26.00	30.00	36.00
Total Revenue expenditure	134.38	175.75	109.88	229.83	247.20	294.75
B. Total Development expenditure	57.71	64.08	64.94	96.69	107.06	88.37



---



---

Grand Total (Rev.& Dev.)	192.09	240.83	255.82	326.52	354.26	383.12
Index(1974-75=100)						
Expenditure in real term	165	207	220	280	304	329
(defflated*)	86.14	96.72	92.35	107.41	105.12	11.56
Total expenditure as% of G.D.P.	1.31	1.39	1.29	1.40	1.34	1.34
Per capita expenditure in current prices	22.95	28.13	29.17	36.32	38.67	40.88
Per capita expenditure in constant prices	10.29	11.30	10.53	11.95	11.48	11.92

---

Note: Non-Govt. colleges man & woman are shown together from 1978-79\* ~~XXXX~~  
 Current expenditure on education deflated by the Implicit National  
 Income Deflation (N.I.D.)

Source: Bangladesh Bureau of Statistics(1982).

### Need for reconstruction

The present education system characterised by wastage and inefficiency has outlived its utility. Consequently there is a great need to reconstruct the education<sup>126</sup> system so as to augment the industrial and technical development of the country and enable continuous adjustment of national goals, socio-cultural and religious values and to encourage innovations and entrepreneurship for achieving an accelerated pace of national economy and social progress. At the same time the country has to build the character of the youth by instilling in them the highest sense of integrity, honour and responsibility.

### The New Education Policy

Currently a New Education Policy<sup>127</sup> is under formulation. The principles of the new policy are to increase a meaningful literacy base in the country, to make education open ended throughout life, to provide for different kinds of vocational and technical education, to provide opportunity for systematic higher education according to needs and aptitude, to decentralize higher education through establishment of autonomous university colleges in the districts, and to relate all post-secondary education to national requirements.

### Guideline of the new system

The proposed system<sup>128</sup> of education will have a number of stages- basic, preparatory, secondary and higher secondary. Higher education will follow the higher secondary stage. Students coming out successful

---

126. Bangladesh Yearbook: 1983, p.163.

127. The new Education Policy is under formulation and principles have been focussed in the Daily newspapers by the Ministry of Education, Government of the People's Republic of Bangladesh.

128. Ibid.

from the SSC Examination at the end of grade 10 will enroll in courses either leading to 2 year Higher Secondary Certificate or a 3 year diploma. The courses<sup>129</sup> under reference are: (a) Humanities (b) Science (c) Commerce and Office management (d) Higher Secondary Technical (e) Nursing (f) Primary Teachers Training (g) Agriculture (h) Leather Technology (i) Ceramic Technology (j) Printing & Graphic Arts (3 year Diploma) (k) Poly-technic Diploma(3 years).

After successfully completing these courses, students will be able to enter higher education according to their competence. In the proposed post-primary stage<sup>130</sup> of the new education system there will be the following modalities of acquisition of different levels of education: (a) Full-time general academic course; (b) Specialized professional courses in medicine; (c) Vocational and technical education combining with course and industrial experience; (d) Acquisition of vocational skill by combining part-time schooling with part-time jobs; and (e) Courses for dropouts of grades 6-9. In order to make the teaching community familiar with new trends and technique of education,<sup>131</sup> a comprehensive distance teaching programme is being taken up with the help of the programme projected through newspapers, periodicals, correspondence, radio and television.

#### Measures initiated

In order to base the proposed educational reconstruction on national consensus, reactions of the people on various issues of education have been obtained through a questionnaire.<sup>132</sup> In the meantime, the following measures<sup>133</sup> have been taken to improve the educational system: 1. Basic education: Provision has been made for a primary

---

129. Ibid.

130. Ibid.

131. Bangladesh Economic Survey: 1981-82, p. 223.

132. Questionnaires were floated and data have been computerised. In the meantime some measures have been taken.

133. Ibid.

school for 2,000 people or for an area of 2 sq. kilometres, 8.64 million textbooks have been distributed by the Government, free of cost, steps have been taken to accord preference to women in recruiting teachers at the primary level, and the duration of primary teacher training has been extended from one year to two years. Many important advantages were envisaged from these measures.<sup>134</sup>

Measures namely training of teachers,<sup>135</sup> ground survey of all secondary schools and colleges through computerised questionnaire,<sup>136</sup> development of standards for measurement of aptitudes and academic performance, pretesting of text books, integration of population education in the Secondary Curricula and text books, govt. contribution to the salary of concerned teachers by 50% together with 30% of the basic total as cost of living allowances, provision of audio-visuals in selected secondary schools, provision of facilities for training of secondary schools dropouts<sup>137</sup> and facilities for science teaching were taken for improvement of Secondary and Madrasah education. In the field of Technical and Engineering Education steps like additional functional buildings, purchase of books, equipment and furniture, introduction of a second shift in the polytechnics, introduction of special scheme entitled "Learn while you earn", proposals for establishing a number of secondary technical schools, provision for expanded and better inservice training facilities for teachers and administrators, provision of jute and cotton technologies in the college of leather technology

---

134. Newspapers reports published on different dates.

135. Ibid.

136. Ibid.

137. Ibid.

and development of the college of leather technology for offering degree courses in addition to the existing certificate and Diploma courses were taken for their development. In the case of Higher Education comprehensive schemes<sup>139</sup> including expansion of academic and physical facilities such as libraries, Laboratories etc. for the development of the institutions are being implemented. A scheme is being prepared for the establishment of a university college at each of the district headquarters. The foundation of the Islamic University of Bangladesh has been laid.

For the sake of economy and efficiency in administration in Education some institutions as stated below have been merged:-

(a) The National Institute of Educational Administration, Management and Research and the Bangladesh Education Extension and Research Institute have been merged into a new institution-National Institute of Educational Administration Extension and Research<sup>140</sup> (b) The institute of Islamic Education and Research<sup>141</sup> has been integrated with the Islamic University. (c) The School Broadcasting Programme and the Audio Visual Education Centre have been merged into the National Institute of Educational Media and Technology (NIEMI). (d) The National Curriculum Development Centre<sup>142</sup> and the Bangladesh School Textbook Board have been merged into one body-the National Curriculum and Textbook Board.

---

138. Bangladesh Yearbook: 1983, p. 168.

139. Ibid., p. 173.

140. Bangladesh Economic Survey, 1981-82, p.223.

141. Ibid., p.225.

142. Ibid., p.225.

The following table is given below for evaluation of comparative development in the field of education from 1977-78 to 1982-83.

	1977-78	1982-83
1. Number of primary schools ...	41787	42683
2. Average number of teacher per primary school ...	4	4
3. Average number of student per primary school ...	181	203
4. Number of secondary schools ...	7946	8798
5. Average number of teacher per secondary school ...	11	12
6. Average number of student per secondary school ...	302	311
7. Number of college (general) ...	592	623
8. Number of Medical college ...	10	10
9. Number of Engineering college ...	3	4
10. Number of Law college ...	22	22
11. Number of Agricultural college ...	1	1
12. Number of Intermediate and secondary Education Board ...	4	4
13. Number of University ...	6	6
14. Number of Teachers Training college...	10	10
15. Number of Primary training Institute ...	47	47
16. Number of Polytechnic Institute ...	17	17
17. Number of Vocational Institute (Govt.) ...	26	44
18. Number of Nursing Institute ...	20	21
19. Number of Private Non-profit Trades schools ...	18	20
20. Number of Homeopathic college ...	16	18

		1977-78	1	1982-83	
21. Number of Ayurvedic college	...	1		3	
22. Number of Unani college	...	3		4	
23. Number of Madrasah (Govt. and affiliated):					
(a) Dakhil	...	1308		1685	
(b) Alim	...	547		498	
(c) Fazil	...	474		591	
(d) Kamil	...	57		59	
Total Madrasha	...	2386		2833	
24. Participation rate:					
(a) Primary (5-9 years)	...	-		58.89	
(b) Secondary (10-14 years)	...	-		20.92	
(c) Higher education (15-24 years)	...	-		1.90	
25. Full time students in 6 universities..					
(a) Male	...	23166		32351	
(b) Female	...	5320		7348	
Total	...	28486		39699	
26. Teacher-student ratio:	...	1:	44.00	1:	43.18
(a) Primary	...	1:	44.00	1:	43.18
(b) Secondary	...	1:	27.00	1:	19.93
(c) College (General)	...	1:	20.04	1:	19.75
(d) University	...	1:	12.65	1:	15.18
27. Operating expenses per student:-					
(a) Primary	...	106		140	
(b) Secondary	...	191		250	
(c) College (General)	...	775		1225	
(d) University	...	7877		8632	
28. % Literacy (5 years and over)	...	-		23.8(a)	
29. Adult literate as a percent of total population of age 15 years and above	...	-		29.2(a)	

	1977-78	1982-83
30. Total Govt. Revenue expenditure on education (crore Taka) ...	134	294
31. Total development expenditure on education (crore Taka) ...	58	88
32. Per capita total public expenditure on education (current price) ....	23	41
33. Grand total (Revenue and Dev.) ...	192	382
34. Real per capita expenditure at 1972-73 prices (IND) ...	10	11

Bangladesh has inherited an educational system that no longer answers the needs of its economy or reflects the hopes and aspirations of toiling masses. The system was implanted by the colonial rulers to suit their requirements. This will have to be redesigned to solve the problems of an independent nation with its own culture and values. Independence becomes meaningless unless each individual is given the opportunity of developing his basic potentials to its highest level. Equality of educational opportunity must be ensured as quickly as possible and education of the common man must find an expression in educational planning. The resources of the country being limited the task is no doubt easy. The country has already initiated collaboration with friendly nations in an efforts to find answers to common problems in the field of education and culture.

143

Bangladesh is overwhelmed with gigantic problems and has been desperately trying to solve them in phases and in order of their assigned priority. Doubling food production, eradicating illiteracy, checking the population



explosion and increasing industrial out-put - is the order of priorities. The current emphasis is on 'integrated rural development'. The 'integrated development is replacing the old quantitative definition of economic growth. This new concept is believed to be more realistic, for, it is claimed to be 'based on human values emanating from the Culture' of the people who collectively constitute the largest group for development. Development will have no meaning if it does not bring about improved life. Without proper education--be it formal, non-formal or informal--improved life will remain a far cry. This new perspective: education for development through the indigenous culture befitting the genius of the people is very much reflected in the curricula of the school system of Bangladesh. It purports to recognize the social, ethical, intellectual, artistic, governmental and industrial attainments of the nation and respects the ideas, concepts, usages, institutions, material objects and religious heritage of the people in their local contexts in varying degrees.

CHAPTER: TWO

Concept and evolution of thought about library

The history of the preservation of books and records is best regarded as a very important aspect of the history of scholarship. The tradition of scholarship is handed down through the libraries in which its written records are deposited and rise and decline of libraries follow closely the rise and decline of learning.

The earliest known library was a collection of clay tablets in Babylonia in the 21st century B.C.<sup>1</sup> Ancient Egyptian temple libraries are known through Greek writers. The extensively catalogued library of Assur-bani-pal (d.626 B.C.) in Nineveh was the most noted before that at Alexandria.<sup>2</sup> The first public library in Greece was established in 330 B.C., in order to preserve accurate examples of the work of the great dramatists. The most famous libraries of antiquity were those of Alexandria, founded by Ptolemy I. The library at Pergamum<sup>3</sup> founded or expanded by Eumenes II, rivalled those at Alexandria. The first Roman libraries were in Greece, Asia Minor, and Syria. The Romans had brought book collection to the British Isles but early monastic libraries were founded in the British Isles by St. Columba. The Arabs in the 9th to 15th century collected and preserved many libraries.<sup>4</sup>

- 
1. New Universal Library, London: International Learning Systems, 1969, p.987. See also Johnson, Elmer D. Communication, Fourth Edition, Metuchen, N.J.: The Scarecrow press, 1973, pp.29-39.
  2. Compton's Pictured Encyclopedia and fact Index, Chicago: F.E. Compton, 1946, p.102. See also Beiss, Reuben. A History of Libraries, New Brunswick: The Scarecrow press, 1955, pp. 1-5.
  3. The Columbia Encyclopedia, New York: Columbia U. Press, 1963, p.1212. See also Thompson, James Westfall. The Medieval Library, Chicago: The University of Chicago Press, 1939, p.4.
  4. Hessel, Alfred, History of Libraries, 1950, p.324. See also Irwin, Raymond. The English Library, London: George Allen and Unwin, 1966, pp.50-52.

The ideas about the nature, aims, objects, organization and administration of libraries in the ancient and medieval world are *useful* to get a clearer perspective of the library planning in the contemporary world. It is with a view to this as well as to satisfy modern men's curiosity in respect of human achievements of the past that serious studies were made in the past in the field of the libraries of ancient civilizations, for example of Egypt, Babylon, Greece and Rome and of the medieval Christian world. These studies have revealed that some of the tools, techniques and methods of library development of ancient and medieval libraries, continued in those of modern libraries and they have been profited by them. Besides, enquiries into the methods, practices and organisation of ancient and medieval libraries of the Western world have given us a better insight into the social and cultural life of the people of those days.

In the geographical area now called Bangladesh during ancient and medieval period right upto the end of the eighteenth century, libraries were considered as important centres of learning and a most significant medium of education and wisdom. Emperors, kings and nobles therefore reared up and maintained libraries of their own and so did the various religious and monastic organisations. In recent years, with growing interest in modern libraries and librarianship, we are increasingly becoming interested to know what these libraries were like, how they were organised and administered, what were their aims and purposes and how they were planned.

From the study of the earliest history of libraries, it is evident that the concept of libraries were there among the people and with the passage of time, the shape of books, the format of reading and writing materials and the place of preservation of recorded knowledge have undergone continuous changes.<sup>5</sup>

---

5. Savage, E.A. Story of libraries and book collecting, 1909, P.227.  
See also Irwin, Raymond. The origins of English Library, London: George Allen and Unwin, 1958, pp. 1-26.

The word library, which in English refers to a collection of books gathered for purposes of reading, study, or reference has a long history<sup>6</sup> occurring in a prose translation of the Roman Philosopher Bothins' Consolation of Philosophy that Geoffrey Chaucer made in about 1374. The word librairie in French (and its counterpart in other Roman languages) does not have the same meaning, being used<sup>7</sup> to denote a bookshop or, by extension a publisher; the word used in many other countries to signify a collection of books, public or private, is derived from Latinized Greek word bibliotheca hence bibliothèque in French, biblioteca in Italian and Spanish, Bibliothek in German, biblioteka in Russian. In Japanese the word library to denote a building, room, or set of rooms in which a collection of books is contained also has a lengthy history, which goes back to the 15th century.<sup>8</sup>

But the word as it is used today in most Western languages has its origin according to other group of thinkers from two familiar roots; Latin liber, a book from which was derived librarium, meaning a place to keep books; and a combination of Greek words biblion, a book, and theke, meaning container.<sup>9</sup> The ancient librarian was also called armarius, after the Latin word armarium, meaning a place for arms and tools; later this word (armarium) was used to denote a bookcase. This etymological evidence clearly brings out the fact that the ancient library was obligated to preserve materials, and hence its librarian was considered responsible for their safe keeping. In this regard Heinsius,<sup>10</sup> the Keeper of the Library at Leyden, is reported to have

---

6. The New Encyclopaedia Britannica in 30 volumes; Macropaedia, Vol. 10, 15 ed. Chicago: Encyclopedia, 1974, p. 856.

7. Ibid.

8. Ibid.

9. "Libraries," Encyclopedia Americana, XVII, 1957, p.318.

10. Raymond Irwin, "Librarianship." Encyclopedia of Librarianship, ed. Thomas Landau (3rd edn.; New York: Hafner Publishing Co., 1966), p. 249.

said proudly, "I no sooner come into the library but I bolt the door behind me, excluding lust, ambition, avarice, and all such vices, whose nurse is idleness, the mother of ignorance... and in the very lap of eternity, amongst so many divine souls, I take my seat, with so lofty a spirit and sweet content that I pity all our great ones and rich men that know not this happiness."

This type of ancient librarian was, however, gradually replaced in the eighteenth century of his learned successor, about whom Jean-Baptiste des Houssayes, the Librarian of the Society of the Sorbonne, thus said.

"A librarian truly worthy of the name should...have explored in advance every region of the empire of letters, to enable him afterwards to serve as a faithful guide to all who may desire to survey it. And though it is by no means my intention to give the preference above all other sciences to the science of bibliography, which is nothing more than an exact and critical acquaintance with the production of the intellect, it will nevertheless be permitted to consider this science as the forerunner of all the others--as their guide, who is to light them with his torch--nearly as a devoted and dutiful son precedes his father, to secure and facilitate his progress by throwing light upon his progress path."<sup>11</sup>

des Houssayes also required in his librarian soundness of judgment and readiness and accuracy of memory...His acquisitions, he further remarked, "guided by the principles of an enlightened economy, will be rendered still more valuable by the substantial merits of an able classification."<sup>12</sup>

---

11. Jean-Baptiste des Houssayes, "Discourse on the Duties and Qualifications of a Librarian, In: Literature of the Libraries in the Seventeenth and Eighteenth Centuries, eds. John Cotton Dana and Henry W. Kent, (Metuchen, N.J.: Scarecrow Reprint Corporation, 1967).

12. Ibid., pp. 42-44.

A vocation of "collecting and jailing books" has thus grown into a profession too great in stature, too complex in its organization, and too rich in its intellectual content,<sup>13</sup> requiring a librarian to give his attention to the book as a living function. He must become a master of the raging book, a doctor and hygienist of reading, a filter interposed between man and the torrent of books.<sup>14</sup> As a result, the demands on the library and, for that matter, on the librarian have increased substantially. Mary W. Plummer very ably brought out this point in 1910, and it holds good even today.

"Law is law and medicine is medicine but librarianship is called upon to cover the entire field of knowledge. The medical Society wants its librarian versed to some extent in medicine; and trained to apply the general principles of librarianship to the medical library; the bar asks for legal knowledge and the same application of principles to the law library. State and city governments are... calling for the application of librarianship to civics and economics. Large manufacturing concerns, laboratories, daily papers shall also be specialists, potential if not actual..."<sup>15</sup>

The role and value of the library has greatly changed too, and with it the function and obligation of the library itself.

- 
13. Harold Lancour, "Historical Development of Education for Librarianship in the United States, In: Education for Librarianship (papers presented at a Library Conference, University of Chicago, August 16-21, 1948), ed. Bernard Berelson (Chicago: American Library Association, 1949), p.62.
  14. Jose, Ortegay Gasset, "The Mission of the Librarian", trans. James Lewis and Ray Carpenter, The Antioch Review, XXI (Summer, 1961), pp. 133-55.
  15. Mary W. Plummer, "Forecast of the Next Twenty-Five Years for Library Schools," Library Journal, XXV, (June, 1910), pp. 51-52.

Libraries have been the oldest, most easily available and the most comprehensive storehouses of knowledge. The Library's concern traditionally has been the collection, retrieval of its knowledge for individual and other use. The classical concept of the library as supporting study and research at a more leisurely place is no longer appropriate to the needs of a technologically oriented society. According to OED, library is " 1. A place set apart to contain books for reading, study, or reference. 2. A building, room, or set of rooms, containing a collection of books for the use of the public or of some particular portion of it, or of the members of some society or the like, a public institution or establishment, charged with the care of a collection of books, and the duty of rendering the books accessible to those who require to use them".<sup>16</sup>

The OED definition gave emphasis on the use of books by the readers. In the same way S.R. Ranganathan also emphasised the educative value of library and said "Library is a means of universal perpetual self-education."<sup>17</sup>

Thomas Carlyle also said "The true university of these days is a collection of books".<sup>18</sup>

International Federation of Library Association's Standing Advisory Committee Section of Library Schools-Standards for Library Schools defines Library "A collection of printed materials and or non-print media, and/or computerized information resources, which is systematically organized for use". This definition encompasses the documentation centre, the data base, the information network, etc.<sup>19</sup>

- 
16. The Oxford English Dictionary being a corrected re-issue with an introduction supplement and bibliography of a new English Dictionary of Historical Principles founded mainly on the materials collected by the Philological society, Vol. VI, L-M, Oxford: Clarendon Press, 1970, p.242.
  17. Ranganathan, S.R. The organization of libraries, London: Oxford University Press, 1963, pp. 1-2.
  18. The International Dictionary of thoughts, Chicago: J.G. Ferguson Publishing company, 1969, P.440.
  19. Taylor, L.J. A Librarians Handbook, vol. 2. London: The Library Association, 1980, p. 708.

According to Encyclopedia Americana, "Libraries are collections of books and other records housed, organized and interpreted to meet broad and varying needs of people for information, knowledge, recreation and aesthetic enjoyment. They have come into being out of social necessity, to provide the knowledge needed for cultural growth."<sup>20</sup>

The International Organisation for Standardisation (ISO) defines library as an organised collection of published books and periodicals and other reading and audio-visual materials, and the services of a staff able to provide and interpret such materials as are required to meet the informational, research, educational or recreational needs of its users. According to ALA glossary of Library Terms Library means "1. A collection of books and similar materials organised and administered for reading, consultation, and study."<sup>21</sup> (2) A room, a group of rooms, or a building, in which a collection of books and similar materials organised and administered for reading, consultation and study."<sup>22</sup> (3) Synonymous with series as part of collecting title for a group of books<sup>23</sup> issued

---

20. Encyclopedia Americana, 1964. Vol. XVII, p.353.

21. A.L.A. Glossary of Library Terms with a selection of terms in related fields, Chicago: A.L.A., 1975, p.80.

22. Ibid.

23. By 'book' is meant all reading matter not only printed books, but also pamphlets, periodicals, music, maps, drawing, manuscripts and more recently, photographs, newspaper clippings, gramophone records, films, microfilms, etc.; in fact, every device for recording knowledge. See also Thompson, Anthony, Library Buildings of Britain and Europe, London: Butterworths, 1963, P. I.



in the same form by a publisher.<sup>24</sup> A collection of films, photographs and other visual non-book materials, plastic or metal tapes and discs, computer tapes and programs. All of these, as well as printed and manuscript documents may be provided in departments of one large library or they may be in collections restricted to one type of materials.<sup>25</sup>

Libraries are a source of power.<sup>26</sup> This power deriving principally from the fact that libraries are the storehouses of knowledge and the repositories of the records of mankind's achievements and discoveries. They conserve and transmit our culture. They underpin education, both individual and formal. They feature significantly in our economic welfare; they are crucially related to all other intellectual, artistic and creative activities. They are instruments of social and political change. And as the guardians of the freedom of thought, they are bastions of liberty. This definition focussed the importance of libraries in all aspects of our life. Thus the concept of library was changed from a storehouse of books to a source of power. The phenomenal spread of literacy and formal education through books in Europe from about the middle of the nineteenth century and social changes brought about by the Industrial Revolution changed the entire conception, organisation and administration of libraries, whether institutional or public, all over the Western world. Even in countries that were for centuries economically backward, social, political and economic changes have been taking place in a quickened tempo from about the beginning of the century, and with the spread of literacy and formal education through books, libraries in the Oriental world too have come to mean quite a different

---

24. A.L.A. Glossary of Library terms with a selection of terms in related fields, Chicago; A.L.A., 1975, p.80.

25. Horrod, L.M. The Librarians' Glossary and Reference Books, London: Andre Deutsch, 1977, p.487.

26. Thompson, James, Library power, London: Clive Bingley, 1974, p.110.

institution than they had been through centuries. Through a process of evaluation, libraries of the contemporary world have reached a stage where they have more or less a common attitude and approach, common aims and objectives and more or less uniform systems of organisation and administration.

Some of the important definitions of libraries given earlier have both merits and demerits. They also indicate that with the change of concept of society in different stages and ages the definitions or idea of library has also been changed. So it can be said that import of the terms, library is evolutionary and that will be evident from the study of historical development of libraries from pre-historic age. Library is a living record of man's progress from the Stone Age to the Space Age. Through libraries men communicate their vision and experience from generation to generation. Libraries are also stepping stones to the future, as well as bridges to the past. Librarians, teachers and library educationists are an inseparable educational team dedicated to preparing today's young people and adults to meet the challenge of tomorrow in all fields of life specially educational, cultural, economic, political, social, and international welfare, with the help of library materials and library services organised in the scientific and well-planned methods. The word library has been very old. It has lived long.

The present trend of library development indicates that the word library may not be found in the literature of future days. The word library now a days is being replaced by information centres, data banks, documentation center, media centre in different places specially in advanced countries. The form, contents, service, organisation, administration of library are also rapidly being changed in favourable direction. The advent of modern technological equipment specially computers and other gadgets has already revolutionised libraries and they will create further revolution in libraries. As a result the day is not far away

when the shape and form of present libraries will not be at all visible and recognisable.

### Concept of Planning

Planning is a significant word in the vocabulary of Public Administration. Commenting on the significance of Planning, Dimock and Dimock, remarked: "Every aspect of governmental administration must be planned: objectives, policies, organization, finances, allocation of supervisory responsibility, work methods, incentive systems, and public relations"<sup>27</sup>.

Planning became very popular in almost all the countries after World War II. The post-war conditions required it, because all the countries, which participated in war, were ravaged by the war. The countries that gained freedom by shaking off colonial rule wanted to make early economic progress and it was possible only through planning. According to N. Koval and B. Miroshnichenko, "National economic planning as a form of State guidance of the economy encompasses all aspects and branches of the production process. It is based on knowledge of economic laws and scientific forecasting of economic development, which makes it possible to satisfy social requirements as they grow, through maximum development of the productive process."<sup>28</sup>

Planning is not an end in itself, rather it is a means to an end. It is an instrument to reach certain goals fixed by policy framers. Planning may not be an answer to all administrative problems, but, in fact, the planner is a man who goes out looking for a trouble as opposed to the non-planner who sits down waiting for trouble to come and hit him. In brief, planning is very essential for all organizations, if they stand for certain objectives which ought to be achieved.

---

27. Dimock, M.E. and Dimock, G.O. Public Administration, New York: Reinhardt and Co., 1970, p.23.

28. Koval, N. and Miroshnichenko, B. Fundamental of Soviet Economic Planning, 1972, p. 5.

There is a lack of unanimity among economists and political and social scientists as to what planning means. The word "Planning" has its root in the French word "Prevoyance", which means "looking ahead". It can be defined as, "an organized attempt to anticipate and to make rational arrangements for dealing with future problems. It is an attempt to cope with change..."<sup>29</sup> In brief, planning is nothing but clarifying one's objectives and then determining what action shall be taken by whom, by what methods and at what costs in order to achieve the desired goals.

According to S.Y. Krishnaswamy, it is an instrument for carrying out whatever goals are laid down by the framers of policy and cannot usurp the place of policy.<sup>30</sup>

In the words of Pfiffner and Sherwood, "Planning, like research, embraces a wide spectrum of duties and functions. Some are rather pedestrian such as laying out work flow in an office or scheduling the completion of specific phases of production. Others utilize the higher intellectual capacities by attempting to predict needs, exigencies and the scale of operations ~~xxxx~~ several years hence".<sup>31</sup> Seckler Hudson defines Planning as "the process of devising ~~xxxxxxx~~ a basis for the future course of action."<sup>32</sup>

From the above definitions, it is clear that planning involves the following steps: 1. Determining Objectives: The objectives are determined after analysing the necessary available material and thinking over all the pros and cons of possible alternatives. 2. Selecting the Best Alternative: Out of all the available alternatives, only the best available is adopted so that there may not be wastage of time and energy and maximum benefits may be achieved.

---

29. Dimock and Dimock, op.cit., p.131.

30. Krishnaswamy, S.Y. Federal Relations and other Essays, 1968, p.99.

31. Pfiffin, John M. and Sherwood, Frank P. Administrative Organization, Delhi: Prentice-Hall, 1968, p.177.

32. Hudson, Sechler. Organization and Management: Theory and practice, Washington, D.C.: American University Press, 1957, P. 102.

3. Selecting the Best Means: Selecting the right methods is indeed a difficult task and requires much care.

According to Galloway there are five main steps in planning process: "(1) determination of objectives, (2) fact gathering, and research to understand the problem, (3) setting forth alternative solutions (4) policy-making or choosing among alternatives so as to spell out the law and the guidelines that underline it, and (5) the detailed execution of the chosen alternative".<sup>33</sup>

According to Dimock and Dimock planning also involves three time dimensions. The first is of current business, basic to everything else. The second is of long-range objectives for five to twenty years or more. The third is of such matters as the survival of the programme, its vitality and its orientation to the consumer.<sup>34</sup>

Field of planning is very comprehensive. It involves the cooperation of politicians, economists, sociologists, engineers etc. Planning can not be a success, if it is not taken as a co-operative endeavour.

Stephen Robbins analysed the meaning, scope, agent and method of planning in a very nice and easy way in the following lines. "Planning is determining in advance what is to be done, how it is to be done, when it is to be done and who is to do it. It encompasses setting objectives as well as making day to day decisions on how these objectives can best be achieved. Hence, planning involves the determination of both end and means".<sup>35</sup>

---

33. Quoted in Dimock and Dimock, op.cit., p.133.

34. Ibid.

35. Robbins, Stephen P. The Administrative process, New Delhi: Prentice-Hall of India Private Limited, 1982, p.128.

There are two notions wrapped up in the meaning and implications of planning. According to Boulding, "Behaviour governed by conscious expectations is what we mean by planning...<sup>36</sup> A planned action is in contrast to a whimsical or unconsidered reaction to events. In this sense we are all planners.

The other notion enforced in planning has to do with the organization of activities. Thus 'planning implies centralised decision making'.<sup>37</sup> Putting these two notions together we arrive at a conception of planning as centralized decision making guided by expectations concerning the future.

Planning as a governmental activity is an advisory staff function in Bangladesh and we must consider the relationship between advice and action, between the word and the deed. Many, if not most, of the less-developed countries around the world have Planning Commissions and elaborate five or ten-year plans. But it is frequently difficult to discern any relationship between what is included in the plan and what in fact gets on. Planning becomes effective only if and when the recommendations<sup>are placed</sup> in the annual investment budget and in governmental actions having to do with taxation, exchange rates, prices, interest rates and other magnitudes affecting the use of resources in the economy. Here we are concerned with Planning as action, with the process of centralized decision-making, but we would do well to recognize that much of what is called planning never emerges beyond the cover of a handsomely bound volume.<sup>38</sup> Planning is essentially a political process: the goals

---

36. Boulding, K.E. The organizational Revolution, New York: 1953, P.XXIX.

37. Monson, Edward S. Planning for Economic and Agricultural Development How comprehensive should the planning process attempt to be, Michigan: Asian Studies Centre, 1968, P.9.

38. Ibid., P.9.

of actions are inevitably politically determined and the choice of means is often heavily influenced by political considerations. Objective analysis has a role in the planning process, but it is an analysis that functions within fairly severe political constraints.

Since planning is a political process, the goals of a plan will be determined in large part by the values inherent in the culture and the distribution of political power in the society. Bangladeshi society, for example, appears to set high store on considerations of equity and equality,<sup>39</sup> and since in Bangladesh the democratic process is not relatively effective, these ideals do not get properly embedded in Bangladesh Planning.

Public co-operation and public opinion are described as the principal force and sanction behind planning. To that extent a plan lacks public co-operation it can not function properly. As Professor W.A. Lewis said, "popular enthusiasm is both the lubricating oil of planning and petrol of economic development—a dynamic force that makes all things possible."<sup>40</sup>

It must, however be emphasised that public co-operation, to a degree depends upon the existence of a strong, competent, sympathetic and incorrupt administration. But in undeveloped countries generally, there is a great paucity of trained and competent administrative and technical personnel. This really presents a great bottleneck in the planning process. Thus it was said "The shortfall in administrative efficiency may be compared to the shortage in food. It is a problem of similar gravity, dimension and public import".<sup>41</sup>

---

39. Bangladesh Planning Commission. The First Five Year Plan 1973-78, 1973, pp.1-2. See also Pakistan Planning Board. The First Five Year Plan 1955-60. (Draft), Vol. 11, 1956, p.397.

40. Lewis, W.A. Principles of Economic Planning, p. 128.

41. Gorwala, A.D. Report on Public Administration, p. 37.

Besides, a competent planning agency is also needed for formulating, implementing and evaluating the plan. Since the planning agency has to take important decisions, it should comprise persons who are not only experts in planning but have also sufficient administrative skills and experience. As regards corruption it is rampant in nearly all the undeveloped countries and the introduction of planning in such countries is bound to add to it. As Professor Baran said "The injection of planning into a society living in the twilight between feudalism and capitalism can not but result in additional corruption".<sup>42</sup>

### Types of Planning

Planning can be of many types: It may be classified into following broad categories:

1. National Planning: It may cover the whole of the country or only part of it. Every country has its own objectives for national planning. In Bangladesh, the objectives of Bangladesh's planning and its social premises derive from "Directive Principles of State Policy" set forth in the Constitution of 1972. According to M.L. Seth, National Planning may be of the following two forms:<sup>43</sup> (i) comprehensive planning. (ii) partial planning.

A comprehensive plan touches all the aspects of the country and is an integrated one, while partial planning attempts to plan only the important sectors of the country say, agriculture, industry, etc.

Top Level Administrative Planning: This type of planning is for the government as a whole including different organizations and departments relating to the government. Top-level administrative planning is done by the Minister concerned in consultation with the concerned head of a department.

---

42. Baran, A. On the political Economy of Backgroundness, ed. by M. Aggarwall, p.89.

43. Seth, M.L. Theory and practice of economic planning, Delhi: S.Chand and Co., 1967, P.24.



Policy Planning: Policy planning is concerned with developing broad general outlines of governmental action in the socio-economic field for a long period. Usually, value judgements underlie these policy plans. Once broad outlines of public policy as in Bangladesh, the achievement of socialistic pattern of society have been set, they may continue in operation for a considerable period of time. This is primarily the task of the legislature which, assisted by Ministers, gives legal shape to the will of the people. Political parties, interested groups and various other unions and associations also exert influence on the formulation of policy planning. In recent years, however, policy planning of national action has become more a concern of the executive branch of the government. The legislature now only "reviews, criticizes and modifies the plans prepared by the administrative agencies under the coordinate responsibility of the Chief Executive".<sup>44</sup> Though the final approval or disapproval rests with the legislature, the executive plays a dominant part, more so in a parliamentary form of government, in the preparation and formulation of policy planning.<sup>45</sup> Programme Planning: In the words of Millet, it is "concerned with the preparation of the specific purposes to be realized and the procedures to be employed by administrative agencies within the framework of existing public policy".<sup>46</sup> Programme planning is generally the function of the middle management (i.e. divisional, branches and sectional heads) though the top management is usually associated for guidance and advice. In the words of Pfiffner: 'Programme planning attempts to draw together policy plans

---

44. Mark. F.M.ed. Elements of Public Administration, New Delhi: Prentice-Hall, 1965, P.124.

45. Waterston, Albert. Planning in Pakistan, Baltimore: The Economic Development Institute-International Bank for Reconstruction and Development, The John Hopkins press, 1966, p.134.

46. Millett, John D. Management in the Public Services, New York: Mc Graw-Hill Book Co., 1954, P.56.

and operational plans in order to fashion from them a concrete scheme of action. It has been called the consolidation of all other types of planning. It is not concerned with the details of operations but an overall review of the proposed programme to determine the volume of services involved, the resources in men and money needed to provide them, the general procedures required and the organization structure necessary to use these resources to the best advantage.<sup>47</sup> Operational Planning: It is "concerned with the systematic analysis of an authorized programme and determination of the detailed means of carrying it out".<sup>48</sup> Regional Planning: Regional planning means the development of a particular region. It may take two forms. It may be an independent scheme or it may be in the form of decentralization under National Plan. Centralized and Decentralized Planning: Centralized planning is a sort of planning from above. Decentralized planning can be called planning from below. This type of planning is in the hands of regional bodies. Functional Planning and Structural Planning: The functional planning fits in within existing socio-economic order, while structural planning involves radical changes in the existing socio-economic order.

### Formulation

Formulating a plan is a very difficult task. The formulation involves the following stages:<sup>49</sup>

1. Defining the Main Tasks and Basic Principles: The work of drafting plan begins with the definition of the main tasks of the plan and of the basic principles of its elaboration. Unless the basic objectives are there, no planning is possible. The defining of the objectives of planning serves as the base of planning. (2) Formulating the Directives:

47. Pfiffner, John M. Public Administration, New York: Ronald Press Co., 1960, p.100.

48. Ibid.

49. Koval, N. and Miroshnichenko. op. cit., p.62.

The next step in planning is the fixation of directives and targets at all levels. Proposals are drawn up and arrangements are made for necessary materials required in connection with execution of a plan.(3) Elaborating the Plan: Planning bodies at every level elaborate the plan in the light of objectives and targets already decided. This work may be handed over to a certain body. In Bangladesh this function is performed by the Planning Commission.(4) Forwarding the Plan Targets to Immediate Executors: This stage involves the forwarding of the assignments of the approved national development plan to immediate executors, i.e. enterprises, organizations and institutions. The government and administrative bodies are to see that these assignments reach the concerned enterprises, organizations and institutions in time. Implementation of a plan is an essential step in relation to a plan. Unless it is implemented, it will remain paper-work. It will not be able to attain those objectives for which it stands. The plan may be well designed, but it may fail for want of proper implementation. According to Encyclopaedia of Social Sciences if the plan is to have a good chance of being implemented, the agency which makes the plan must meet three tests: 1. It must have the support of the head of the government. (2) It must allow all the leading decision-makers in the economy to participate in drawing up the plan; and (3) It must control crucial decisions at the stage of implementation.<sup>50</sup>

#### Importance of Planning

Planning is an essential desideratum for an undeveloped economy. In fact, planning is the only way to quicken the tempo of development in backward, underdeveloped countries. Obviously the backward countries can not afford to follow the circuitous and tortuous path of development followed by the present day developed countries of the West.

---

50. Sills, David L. ed. International Encyclopedia of the Social Sciences, Vol. XII, New York: Macmillan Co and Free Press, 1968, p.123.

Planning is beneficial because:

(i) The process itself provides clarification; (ii) Change can be anticipated and offset; (iii) It gives direction and focusses attention on objectives; (iv) It reduces overlapping and wasteful activities; (v) Continuity of action is improved; and (vi) Evaluation and control are facilitated.

Library Planning does not mainly mean centralized control, but rather co-operation and co-ordination of resources and activities so that the strength of the whole system can be mobilized for the ~~xxx~~ benefit of any one unit and people which it serves. Planning takes place in two spheres- in the rational allocation of priorities and resources and in operational arrangements such as inter-library loan schemes, co-operation in book selection policies and bibliographical aid and other similar forms of library co-operation for the common benefit of all participants.

Thus Library Planning in short may be defined as conceiving, initiating, regulating and controlling library activity by the state according to set priorities with a view to achieving well-defined objectives within a given time. Library planning implies the taking of decision for the future action with a view to making the best possible use of scarce resources to achieve pre-determined goals in the development of a nation's library resources and services.

#### Importance of Library Planning

(1) Library planning is advocated on the ground that the judgement of the state is superior to that of a citizen, however wise and able he may be. As Arthur Lewis remarked:<sup>51</sup> Library development is a more serious matter and should not be left to the individual. The state presents the accumulated wisdom of centuries and provides talent experience beyond the capacity of individual. Planning by collective action is

---

51. Lewis W.A. op.cit., p. 132.

indispensable if Bangladesh is to develop her libraries on the right lines and develop at the desired speed. (2) Planning also becomes necessary for equitable distribution of the growth and development of libraries throughout the country. In absence of planning, inequalities will not only be perpetuated but accentuated from generation to generation. (3) A planning authority is required to regulate the library development of the country so as to ensure the citizens of all kinds the facilities of libraries. (4) Planning of library development is required in smoothening the violent oscillations and swings-ups and downs in the movement of library activities. (5) Without the aid of planning no library can cope with the major change in it. (6) It is planning alone which can ensure that the libraries are established and developed according to the fundamental state principles and the socio-economic condition of the country. (7) Only a planned library development provides for proper co-ordination and avoids unnecessary duplication in material, staff and equipment. (8) Planning of libraries is required to ensure the functioning of the library in a healthy manner in the best interest of all rather than for the benefit of the few as was the case in the past.

#### Elements of Planning Library Services

Planning is an essential element in the development of an effective nation-wide system of libraries. Such planning is most needed at the national level with the national government providing leadership and taking the primary responsibility. It is also important that national library associations and other related associations be involved in planning for the development of library services. State, regional and local planning is also necessary in order to apply national standards and goals to local factors and conditions.

One of the most essential requirements for planning library services is the collection, analysis and publication of basic statistics for libraries of all types. The present status of libraries in terms of expenditures, staff, collections, use, facilities and services must be known before good planning can begin. This is an appropriate task for a national library planning agency. Library statistics, collected can answer important questions on the development of libraries. It is also important to relate library facts and figures to other national information such as population characteristics, school and college enrolment, major occupational groupings, income levels and local, state and national expenditures for educational and other purposes. If at all possible, demographic and economic changes should be projected for ten years into the future so that library planning can take these probable changes into full consideration in terms of staff, materials, services and facilities needed.<sup>52</sup>

Another important step in library planning is the development of national standards for libraries. These standards set forth sound principles and practices in terms of organization and administration of library services, library materials, and general operating expenses including maintenance costs, equipment, supplies, travel, and other expenses. There will be some cost variations within different localities, of course, based on community interests, costs of living, geographical factors and types of building, but it is nonetheless valuable to have an over-all guide including sample budgets for libraries of various sizes.

---

52. A good example of Library Planning and one of the major library studies published in the United States was The Future of Library service: demographic aspects and implications, edited by Frank L. Schick, Assistant Director of Library Services Branch, U.S. office of Education, and published by the university of Illinois.

The next important step in planning is to measure the latest statistics of library service against the standards and costs for minimum adequate service. The results will show the gaps that need to be overcome in order to achieve a level of library service that can make a significant contribution to the economic and social development of the nation. The same process of statistical and factual measurement of library service, setting of standards and determination of costs to meet minimum standards also needs to be carried out at all other levels of government that have some responsibility for library service and support.

When an underdeveloped or new nation like Bangladesh lacks most of the planning information needed, a good place to begin is with a national survey which will determine the facts, recommend standards, legislative and governmental action needed, sources and levels of financial support. It is important that such surveys also outline priority steps and successive actions needed to meet adequate levels of service. A survey can also point out other potential sources of good library materials. It may be important to note that developing library service does not necessarily mean erecting elaborate and expensive buildings which are not in harmony with the economic resources of the area.

The relationship of local libraries to regional and state libraries and the national library is another factor, to be included in the plan. Training in librarianship may be a critical problem that needs to be highlighted in a survey report. The various levels of library service and different types of training possibilities should be taken into consideration from inservice training to university level library education.

Planning for libraries and library development programmes can proceed with the confidence that good library service at all levels of education

has a central and not a marginal role to play in economic and social development. The potential of libraries is at present largely unrealized. But with our rapidly expanding knowledge and the growing needs and demands for education and information for all the people the role which libraries must play will become a reality in all nations.

Fields of planning of library services are (a) to review and rectify certain current ideas, unsatisfactory from all points of view, on the importance and functions of libraries and, specifically and particularly on their proper role in the education of children, adolescents, and adults respectively; (b) to ensure further and better use of the library facilities already available; (c) to bring about an organic expansion of such facilities; (d) to secure the increase of funds essential for the satisfactory expansion of library services in both size and quality; (e) to improve library systems, machinery and administrative methods and (f) to improve the standard of the services as regards administrative grades, and technical and auxiliary staff.

'Methodical and objective investigation of the existing situation and shortcomings as regards libraries, at national, regional and local levels and from the qualitative, administrative and financial angles; the drafting of a plan for the extension and improvement of library services, its distribution for specialist criticism and observations, and thereafter its adoption and implementation on an experimental basis are some of the important stages of planning library services.

In view of the peculiar circumstances in which politically, socially and economically Bangladesh is placed, there is not only a great urgency about library development, but also an infinitely much greater effort is required to generate the forces of library growth, owing to adverse political, economic and social factors. Bangladesh has been



for long in a state of educational stagnation. She is now becoming painfully aware of the widening disparity between her library conditions and that of advanced countries. This necessitates a comprehensive set of measures to be adopted immediately by the government not only to raise the standard of libraries and librarianship but to see them march quickly on the road of development.

According to working paper prepared by the United Nations Bureau of Social Affairs in January, 1966, on Methods of Inducing Social Change at the local level,<sup>53</sup> there was increasing concern with the implementation of development plans or programmes which were prepared in many countries throughout the world during the last ten to fifteen years; the goals and targets of development plans were often not realized within the time period specified and this, it was suggested, was in many cases a result of the failure to obtain the full participation of the people. It also stated that neighbouring communities of different individuals equally endowed in terms of resources, opportunities and other factors, nevertheless showed different levels of response i.e., inclination and capacity for change. Obviously the responsibility for different levels of response and subsequent achievement did not lie with resources, opportunities and other factors but with individuals and communities concerned.

In Bangladesh from the very beginning of planned development in 1951, people's participation had been the corner stone of rural xxxxxx programmes designated by the title: "community development".<sup>54</sup> But people did not feel interested and involved because the programme were being imposed upon them from above.

- 
53. Bhattacharyya, K.N. Indian Plans-: - A generalist Approach, Calcutta: Asia Publishing House, 1963, p.15. See also Appleby Poul H. New Delhi: Oxford and IBH publishing co. 1970, pp.144-170.
54. Bangladesh. The planning Commission. The First Five Year Plan 1973-78, Dacca: Planning Commission, 1973, p. 7.

for long in a state of educational stagnation. She is now becoming painfully aware of the widening disparity between her library conditions and that of advanced countries. This necessitates a comprehensive set of measures to be adopted immediately by the government not only to raise the standard of libraries and librarianship but to see them march quickly on the road of development.

According to working paper prepared by the United Nations Bureau of Social Affairs in January, 1966, on Methods of Inducing Social Change at the local level,<sup>53</sup> there was increasing concern with the implementation of development plans or programmes which were prepared in many countries throughout the world during the last ten to fifteen years; the goals and targets of development plans were often not realized within the time period specified and this, it was suggested, was in many cases a result of the failure to obtain the full participation of the people. It also stated that neighbouring communities or different individuals equally endowed in terms of resources, opportunities and other factors, nevertheless showed different levels of response i.e., inclination and capacity for change. Obviously the responsibility for different levels of response and subsequent achievement did not lie with resources, opportunities and other factors but with individuals and communities concerned.

In Bangladesh from the very beginning of planned development in 1951, people's participation had been the corner stone of rural xxxxxx programmes designated by the title: "community development".<sup>54</sup> But people did not feel interested and involved because the programme were being imposed upon them from above.

- 
53. Bhattacharyya, K.N. Indian Plans-- A generalist Approach, Calcutta: Asia Publishing House, 1963, p.15. See also Appleby Poul H. New Delhi: Oxford and IBH publishing co. 1970, pp.144-170.
54. Bangladesh. The planning Commission. The First Five Year Plan 1973-78, Dacca: Planning Commission, 1973, p. 7.

Once the size of the plan is determined, a very important task in planning is to make allocations of resources to different sectors for development. Development is an all-sided task. This means very careful calculation of needs and requirements and judicious allocation of needs and requirements.<sup>55</sup>

But in former Pakistan, unfortunately judicious allocation of needs and requirements were never made. If there were money for building, there was no allocations, say for book purchase. As such development plan did not become all sided.

#### Problems in Planning

Planning<sup>56</sup> is, at the present time, very difficult in Bangladesh for the following reasons:-

(a) the necessary statistical data are not available; (b) the methods appropriate to such planning have not been developed in the Bangladesh context; (c) Librarians with the necessary ~~experiance~~ experience are not available in Bangladesh. (d) absence of legislation. (e) insufficient funds, combined with the existence of autonomous small units responsible for services. (f) Shortage of library literature in Bengali. (g) lack of co-operation and co-ordination of library services at all levels. (h) lack of sound economic organisation, (i) lack of strong government, (j) abuse of equality of income and (k) lack of public co-operation.

---

55. Bhattachayya, K.N. Indian Plans A Generalist Approach, Calcutta: Asia Publishing House, 1963, P. 15.

56. Gortuer, Harold F. Administration in the Public Sector, Second Edition. New York: John Wiley and Sons, 1981, pp. 234-35.

Role of Libraries in Planning:

At present there are three approaches to economic planning in Asia: State enterprise prevails in China; private enterprise in Japan; and a mixture of the two in India. In Bangladesh both public and private enterprise operate under State plans. The Indian experiment in planned development is unique in that it is being carried on democratically, with the people's participation at all levels through bodies elected on a multiparty basis. But in Bangladesh it is primarily the function and responsibility of the Planning Commission. Libraries have an exceptional opportunity to make valuable contributions and to help at all stages of planning. Since no man's judgement is better than his information, planners must be well-informed if they are to prepare the best plans, and an efficient library service is thus indispensable. Field workers must keep abreast of the latest developments in their profession and the people must be aware of their problems and be informed of the possible solutions to them offered by the development plans. Ways in which they can contribute effectively to the implementation of the plans must be brought home to them. In any constructive programme, the morale of the people must be kept high through an understanding of the situation involved by extended library and information services.<sup>57</sup>

In Bangladesh the private enterprise in the development of libraries is almost nil. It must be encouraged. The state enterprise like China and private enterprise like Japan must work side by side in Bangladesh. Further like India both public and private enterprise must operate under state plans in Bangladesh. In the developing country like Bangladesh, the library development planning is indispensable for the successful implementation of all other development plans/schemes.

---

57. Gardner, Frank M. The Delhi Public Library: an evaluation report, Paris: UNESCO, 1957, p.94.

CHAPTER-THREE

MEASURES SUGGESTED FOR DEVELOPING LIBRARIES  
BEFORE PARTITION OF INDIA

Report of the Indian Education Commission, 1882

The British India was partitioned into India and Pakistan in 1947 but influence of British culture and British concept of educational planning remained mainly unaltered during the whole of Pakistan period. Though attempts were made to orientate educational system of Pakistan in the context of socio-economic conditions during the period, yet it could not get rid of the legacy left by the British Rule. In the field of library development the influence of deep rooted British ideas were visible during Pakistan period till today and as such the plans and programmes of library development during British period are important for understanding Bangladesh library planning situation. Hence though the scope of this study is from 1947 to 1983 yet for the sake of understanding the legacy of library development planning, those should be analysed and discussed. For example even today the influence of Hunter Commission and Sadler Commission is noticeable in the growth and administration of Dhaka University Library. The Bengal Education Code (1921), its library development planning and administration are still fruitfully applicable and suitable for school library development in this country.

On the 3rd February 1882, the government of India appointed an Education Commission with a view to evaluate the working of the then existing system of public instruction and to further extension of that system on a popular basis. The Commission consisted of twenty one members<sup>1</sup> besides the president and a secretary. Certain number of

---

1. India. Report of the Indian Education Commission, 1882, P.1.

persons were selected from each of the presidencies and provinces excepting Burma and Assam; and care was taken, in their selection that they should fairly represent the various races and classes interested in Indian Education. The Commission was comprised of President: The Honourable W.W.Hunter, B.A., LL.D., C.I.E. Member of the Viceroy's Legislative Council, Members: The Honourable Sayyied Ahmed, Khan Bahadur, C.S.I. (who afterwards withdrew and was succeeded by his son, Mr. Sayyied Mahmud), The Honourable D.M.Barbour, C.S., Secretary to the Govt. of India in the Financial Department, The Revd. W.R. Blackett, M.A., Principal of the Church Divinity College, Calcutta, Mr. Ananda Mohan Bose, B.A., Barrister-at-Law, Mr.A.W. Croft, M.A., Director of Public Instruction, Bengal, Mr. K.Deighton, B.A., Principal of the Agra College, North Western Provinces, Mr. J.T. Fowler, Inspector of Schools, Madras, Mr. A.P. Howell, M.A., C.S., Commissioner of Berar, Mr.H.P. Jacob, Educational Inspector, Bombay, Mr. W.Lee-Warner, M.A., C.S., First Assistant Collector, Satara, Bombay, Mr.Revd. W.Miller, M.A., Principal of Madras Christian College, Mr. P.Ranganada Mudalliar, M.A., Professor of Mathematics, Presidency College, Madras, The Honourable Babu Bhudeb Mookerjea, C.I.E., Inspector of Schools, Bengal, Mr. C.Pearson, M.A., Inspector of Schools, Punjab, The Honourable Maharaja Sir Jotindra Mohan Tagore, K.C.S.I., Member of the Viceroy's Legislative Council, Mr.Kashinath Trimbuk Telang, M.A., LL.B., Barrister at-Law, Bombay, Mr.G.E.Ward, C.S., Collector of Taunpur, Northwest Provinces, The Revd. A Jean, D.D.(S.J.), Rector of St. Joseph's College, Megapatam (Now at Trichinopoly), Mr. C.A.R. Browning, M.A., Inspector General of Education, Central Provinces, and Haji Ghulam Hasan, Punjab. Mr. B.L. Rice, Director of Public Instruction, Mysore and Coorg worked as secretary.

### Reasons for Enquiry

The instructions to the Commission were contained in the Resolution<sup>2</sup> of the Governor-General-in-Council dated the 3rd February 1882. That document set forth the Court of Director's Despatch of the 19th July 1854 as the basis of the Educational policy of India. The resolution stated that, "while the govt. acknowledged the masterly and comprehensive outline supplied by that Despatch, they deemed it of importance to review the progress made, and to enquire how far the superstructure corresponded with the original design. Such an enquiry was constituted by order of the Secretary of State for India in 1859, shortly after the controlling authority passed from the East India Company to the Crown. But circumstances prevented the preparation of any complete or comprehensive report. Nearly a quarter of a century had since elapsed and the Governor-General-in-Council believed that time had come now for instituting a further and more careful investigation into the existing system and into the results attained by it, than had hitherto been attempted."<sup>3</sup>

### The Main duty of the Commission

In appointing a Commission His Excellency declared that "its duty should be to enquire into the manner in which effect had been given to the Despatch of 1854; and to suggest such methods as it might think desirable, with a view to more completely carrying out the policy therein laid down."<sup>4</sup>

---

2. Ibid. pp.623-628. The Resolution was printed in Appendix 'A' to the Report.

3. Resolution of the Government of India dated 3rd February, 1882, Appendix 'A' paras 2-4, pp. 623-24.

4. Ibid., p. 624.

Instructions to the Commission could be grouped into (a) Primary Education, (b) Private efforts and grants-in-aid, (c) Transfer of Schools to Native Management, (d) Rates of fees, scholarships, (e) Indigenous schools, (f) Secondary Education, (g) Inspection and Female Education.<sup>5</sup>

Thus while assigning a large area of enquiry to the Commission, the Governor-General-in-Council exempted certain special branches of education from its investigations. These branches included the general working of the Indian universities, technical instruction, whether medical, legal or engineering; the education of Europeans and Eurasians. The Government of India also warned the Commission that in providing for the extension of primary schools, "The limitation imposed upon must always be borne in mind."<sup>6</sup>

#### Methods adopted

Materials collected by the Commission from February to November 1882 consisted of evidence of 193 witnesses examined at local centres throughout India; of 323 memorials, chiefly from associations or from sections of the public interested in education and of a special report for each of the territorial divisions of India prepared by the provincial committee.<sup>7</sup>

The Report contained the following twelve Chief Divisions of the enquiry: (1) Historical review of Education in India; (2) Indigenous education; (3) Primary Education; (4) Secondary Education; (5) Collegiate Education; (6) Internal administration of the Department: Control, inspection, examination, text books; (7) External

---

5. Ibid., paras 6-15.

6. Ibid.

7. Ibid., pp. 4-7.



relation of the Dept. to individuals and public bodies: grants in aid, private efforts; (8) Education of classes requiring special treatment; chief and nobles, the Muhammadans, the aborigines, low-castes and the poor; (9) Female Education; (10) Educational legislation (11) Financial Summary; and (12) Recommendations of the Commission.<sup>8</sup>

In course of its enquiry on development of education in various fields, the Commission observed that in Bombay "Nearly every (Primary) school is supplied with a library of some sort consisting of a set of class books and books of reference while in Bengal the Primary schools have little or no furniture and of course no libraries. The upper primary schools... have the necessary maps, a black board and a few books of reference".<sup>9</sup>

The Commission recognised the genuine difficulties of native students in understanding books, in deriving due benefits of reading and using libraries due to language barriers and lack of sufficient number of books written in vernacular. As regards the then position of school libraries the Commission's observation alongwith recommendation were as follows:-

"The necessity for maintaining libraries in secondary schools is obviously not so great as in the case of colleges...Still, comparatively limited as is the use which can ordinarily be made by native students of a library for general reading, it will not of course be supposed that secondary schools, especially high schools, can be regarded as properly equipped without a library. For the teachers, it is essential that they should have access to, at any

---

8. Ibid.

9. Ibid., p. 117.

rate, the leading works of reference in the way of dictionaries, biographies, histories, cyclopaedias and the like. And taking a still wider view, we cannot doubt that the more extensive the library to which a teacher has access, the more life-like and effective will be his teaching. Nor should the direct benefit of a library to the pupils themselves be altogether overlooked. Some English books, at any rate, can be found which will be attractive, because not too difficult, to the native student in a secondary school; while illustrated books and periodicals will serve to arouse his interest and stimulate his curiosity. In those provinces in which vernacular literature flourished, it may also be possible to make useful additions to the library of a secondary school from that source, the selection of books being strictly confined to those which are instructive in matter and elevating in tone. The Provincial Reports give full information as to the libraries in secondary schools. In Bengal, the ordinary allowance for the library of a government high school is from Rs. 60 to Rs. 120 a year, a grant which is found to be quite sufficient for the purpose. Government middle schools have the necessary books of reference besides some for general reading; and the surplus funds at their credit are expended upon this among other objects. In aided schools, expenditure on the library is reckoned as expenditure qualifying for a grant; and its amount is taken into account in fixing the rate of aid. As a rule, however, aided schools are ill supplied with books... The Provincial Report observed: "There is very little general reading. Few boys in a District school can "read at sight standard English works; but easy story books are sometimes" popular. The libraries have accumulated in a desultory manner, and though "fairly supplied with books of reference, contain much that is unsuitable;" for example, books that have been purchased

for the encouragement of authors, and distributed without reference to their suitability for a school library...In most of the middle schools of Assam, whether Government or private, there is hardly a pretence of a library; a few Government schools situated at head-quarter stations, are however better off. The Government high schools have fairly good libraries, sufficient for the requirements of masters and pupils; and year by year, as funds admit, additions are made to them. An aided high school in the town of Sylhet is allowed to use the zila school library..."<sup>10</sup>

The foregoing summary would appear to show that insufficient provision was too often made for establishing or maintaining libraries in aided schools, and that the necessity for such provision was much greater in high schools than in middle schools. It therefore recommended a small annual grant for the formation and maintenance of libraries in all high schools. By limiting the recommendations to high schools, and by observing the ordinary requirement that grants to aided schools were made on condition of adequate local contributions, it was obvious that no great burden was laid upon educational funds.

The evaluation of the Commission's observations on secondary school libraries showed that in spite of language barriers and lack of sufficient number of books in vernacular, the government secondary school libraries were rather tolerably good but those in the aided schools were mostly nonexistent. The Commission's conception of annual grant for development and maintenance of school libraries was rather striking and noticeable. This was not considered by the planners who framed so many Five-Year Plans in later time.

As regards college library situation in British India, the Commission identifying the use of college libraries and their conditions reported:

---

10. Ibid., pp.230-233.

Madras: The Report of the Madras provincial committee gives the number of books for each college library, but the figure though taken from official return, seemed in some cases, to fall short of real number. It was hardly credible that S.P.G. first grade college at Tanjore has only five books in its library, while the S.P.G. second grade college at Trichinopoly has 1,120. The best furnished library among the govt. institutions was that of Presidency College, which contained 3,289 volumes and received annual grant of Rs. 1,000 from govt. The Christian college, an aided institution, had only 3,105 books. In the last mentioned college there was an arrangement which was worthy of notice and of imitation. Some 700 of the volumes were books of reference and were arranged as a consulting library to which the students have access during the whole day and also on holidays... No plan seemed better fitted to encourage students to rely upon their own exertions...

Bengal: In Bengal the Presidency College which for many years received a monthly grant of Rs. 300 accumulated a comprehensive library of modern literature in all branches of knowledge. Annual grants varying from Rs. 300 to Rs. 400 a year were given with the same object to colleges of the first grade, and smaller sums to second grade colleges. St. Xavier's college library, for instance, was supplied with a large number of well selected books.

#### North western Provinces

The libraries of the government colleges in the North-western provinces were excellent. There were libraries too, though not quite so considerable, in the aided institutions. Punjab: The Library at the Lahore govt. college contained about 1,400 books on all branches of literature, both English and European. The Oriental section was poor and was said to contain much that was valueless...<sup>11</sup>

---

11. Ibid., pp. 290-91.

As regards the extent to which college libraries were used, the information obtained seemed to show that among the students of colleges a perceptible taste for general reading had sprung up. Yet, the Bombay, the Bengal and the North-western provinces Reports agreed in saying that the general habit of reading of students was confined to a very narrow range, being almost entirely limited to the books which had some bearing on the subjects of examinations; though an exception to a limited extent was made in Bombay in the case of the students of the Eliphinstone College. While making recommendations of school libraries the Commission recommended: "That a small annual grant be made for the formation and maintenance of libraries in all high schools".<sup>12</sup>

Evaluating and discussing the collegiate education, the Commission recommended that "provision be made for special grants to aided colleges, whenever necessary, for the supply and renewal of building, furniture, libraries and other apparatus of instruction."<sup>13</sup>

The Commission while analysing the "Internal Administration of the Education Department" recommended that " a general educational Library and museum be formed at some suitable locality in each province and that encouragement be given to school papers or magazines conducted in the vernacular".<sup>14</sup>

This was the first official document from which we get some ideas about libraries in primary, secondary and college education. In the then Bengal, there was no library in primary schools, though in Bombay 'nearly every primary school was supplied with a library

---

12. Ibid., p. 254.

13. Ibid., p.311.

14. Ibid., p.348.

of some sort consisting of a set of class books and books of reference'. It was really unique that even before one hundred and two years, primary schools in Bombay had libraries with text books and reference books. This information is not available in other subsequent Reports namely Indian Education Commission Report, (1902), Calcutta University Commission Report (1917-19) and the like. But this information lacked in details e.g. total collection, services, the librarian, technical services etc. which a researcher with inquisitive mind will be willing to know. If these information would be illustrated, our concept about primary school libraries of that time would be richer.

The Commission described that the government colleges and government District High schools had libraries. The collection of some of the government school and college libraries was good. But the Commission did not say anything more about the other aspects of those libraries. In this respect the Indian University Commission Report and Calcutta University Commission Report contained more descriptive analysis of libraries and library services. From the Hunter Commission Report we find that aided school and college libraries were less developed than the government college libraries. It is worth mentioning here that the prevailing wide disparity between library provisions in govt. and non-govt. schools and colleges in Bangladesh originated in the middle of 18th century as is noticed in the Hunter Commission's Report of 1882.

The Commission recommendations on "library development" were not comprehensive. It only emphasised on greater amount of grant for aided schools and colleges. In spite of all the shortcomings the report being the first official record describing the then library conditions of primary and secondary schools and colleges with humble list of recommendations put forward the issue of library development.

Place of Libraries in the Report of the Indian University Commission(1902) Raleigh Commission

After the Hunter Commission the Governor-General-in-Council desired to know the working conditions of Universities established in the then India and to recommend specially the measures to promote the advancement of learning in India. So the Indian University Commission, known as Raleigh Commission was set up in 1902.

By a Resolution of the Government of India, in the Home Department, dated 27th January 1902, the Governor-General-in-Council with the concurrence of His Majesty's Secretary of State for India appointed the Indian University Commission "to inquire into the conditions and prospects of the Universities established in British India; to consider and report upon any proposals which have been or may be made for improving their constitution and working and to recommend to the Governor-General-in-Council such measures as may tend to elevate the standard of university teaching, and to promote the advancement of learning".<sup>15</sup>

The Commission was constituted with the following dignitaries: President: The Honourable M.T. Raleigh, M.A., D.C.I., Member of the Executive Council of the Governor-General, Members: The Honourable Syed Hossain Bilgrami, Nawab Imad-ul-Mulk Bahadur, B.A., J.P.Hewett, Esq., C.S.I., C.I.E., Secretary to the government of India, Home Department, A. Pedler, Esq., C.I.E. F.R.S., Director of Public Instruction, Bengal, A.G. Bourne, Esq., D.Sc., F.R.S., Indian Educational Service, Acting Principal of the Presidency College, Madras, The Reverend D.Machichan, M.A. D.D., L.L.D., Principal of the Wilson

---

15. India. Home Department. Report of the Indian University Commission, Simla: Government Central Printing Press, 1902, p.1.

College, Bombay. The name of the Honourable Mr. Justice Gooroo Das Banerjee, M.A., D.L. was added by the Government of India Order No. 170, dated the 12th February, 1902.<sup>16</sup> The local members attached to the Commission for the purpose of the inquiry at these centres were: Calcutta: The Honorable Mr. Ashutosh Mukhopadhyay, M.A., D.L., Madras: C.Sankaran Nayar, Esq., B.A., B.L., Bombay: The Honorable Mr. Justice N.G. Chandavarkar, B.A., L.L.B., Allahabad: T.C. Lewis, Esq., M.A., Director of Public Instruction, United Provinces. Punjab: W. Bell, Esq. M.A., Director of Public Instruction.<sup>17</sup>

The Commission visited five university towns. Public meetings of the Commission were held in Madras, Poona, Bombay, Calcutta, Benaras, Allahabad, Lucknow and Lahore. The Commission examined 156 witnesses. A considerable number of witnesses and others furnished the Commission with written statements bearing on the points to which its inquiry was directed. They also visited a considerable number of colleges and institutions affiliated to the universities.<sup>18</sup> Having considered and discussed the information thus obtained, the Commission submitted its report, a minor part of which dealt with libraries of that time in the then India, a part of which is now Bangladesh.

The Commission observed that the condition of university libraries was deplorable. Thus it said "of the university libraries there is much to be said. The library at Madras appears to be entirely neglected. Bombay has a good collection of Oriental and other books, but the library is little used by graduates and hardly at all by students. Calcutta has a library, and moneys have been granted for the purpose

---

16. Ibid., p.1.

17. Ibid.

18. Ibid., p.13.



of making it supplementary to other libraries in Calcutta. It is open to fellows and to persons permitted by the Syndicate to use it for the purpose of literary research. The Allahabad University has no library. Lahore has not a very large university library.<sup>19</sup> As regards the teaching universities the Commission recommended that "the university may appoint its own lecturers and provide libraries and laboratories".<sup>20</sup>

Again the Commission, for the sake of efficient teaching of advanced courses in the universities recommended better provision of libraries.<sup>21</sup> In order to create "a true university life, specially in great towns, by providing places and occasions for bringing men of different colleges together", the Commission recommended that "the university might establish a reference library, with reading and conference rooms for Professors, and rooms in which students might read and hold debates".<sup>22</sup> Such private effort would bring Professors and students into contact, with their academic neighbours of whom under the then existing conditions, they saw very little.<sup>23</sup> So it attached great importance in the formation of reference libraries with both colleges and universities.<sup>24</sup> It stressed the need for reading habits among students and stated "in a college where the library was inadequate or ill-arranged the students have no opportunity of forming the habit of independent and intelligent reading".<sup>25</sup> So the Commission in its "summary of recommendation" said "good reference libraries should be provided in connection both with universities and colleges in order that students may have an opportunity of forming the habit of independent and intelligent reading."<sup>26</sup>

---

19. Ibid., p.6.

20. Ibid., p.57.

21. Ibid., p.20.

22. Ibid., pp. 20,59,63.

23. Ibid., p.13.

24. Ibid.,

25. Ibid., p.59.

26. Ibid., p.13.

The Commission recommended "Benefactors" for the development of university libraries in India. So it said "Benefactor may in time arise to do for the Indian universities what Sir Thomas Bodley did for Oxford.<sup>27</sup>

The Commission recommended that in granting affiliation for teaching a subject in a college the position of library ought to be considered. So it was stated that "if a college is affiliated up to B.A. there is no reason for permitting it to teach history without a library...<sup>28</sup> Mere establishment of the library was not enough. The library must be freely used. So the Commission recommended "whether the students have access to a library and to laboratories, etc., where required".<sup>29</sup>

The Indian University Commission of 1902 was the first high-powered Committee which made very reasonable recommendations for the development of universities and affiliated colleges in India. The Commission gave emphasis on the establishment of libraries along with reference libraries in the universities and this was the special feature of the Report of the Commission. The Commission was rather shocked seeing very little number of reference libraries in the universities. It emphasised the role of libraries in forming independent and intelligent reading habits. Another important aspect of the Commission was its recommendations of "Benefactor" for the establishment of libraries in Indian universities "what Sir Thomas Bodley did for Oxford".<sup>30</sup>

Considered from the point of the time of the Report we must commend it even from the point of view of library planning and development. But from the standpoint of the present age it can be said

---

27. Ibid., p. 16.

28. Ibid., pp.16,61.

29. Ibid.

30. Ibid., p.16.

that the library part of the Report is not comprehensive. Though not comprehensive still we derive from the Report the ideas of 'Reference library', 'Benefactor' for the development of libraries, free access to libraries as pre-condition for granting affiliation for teaching a subject in the college etc., as sources for future planning. The idea of 'Reference libraries' with reading and conference rooms for Professors and 'rooms in which students might read and hold debates' were novel and commendable. These were very useful suggestions. Even in the modern world there are few reference libraries with reading and conference rooms for Professors and rooms for students for reading and debates.

But it was a matter of great regret that the recommendations were not totally implemented mainly due to lack of library development agencies. What we can say now in the context of Bangladesh that she requires reference libraries in all academic institutions including Madrasah, Secondary and Primary schools.

Dacca University Committee (Nathan Committee) (1912)

After the Raleigh Commission, Govt. in order to meet the demands of the Musalmans of East Bengal and to relieve the congestion of the University of Calcutta and to create a new type of residential and teaching university in Dacca, constituted Dacca University Committee popularly known as Nathan Committee for preparing a detailed plan for the establishment of the university where in library development was given emphasis.

On 9th July 1854 in the well known Despatch<sup>31</sup> on the education of the people of India from the Directors of the East India Company,

---

31. India. Report of the Indian Education Commission, 1882, Calcutta: Superintendent of Government Printing, 1883, pp.24-25.

to the Governor-General of India-in-Council, the University of London, as it was then constituted, was presented as the type which was copied in this country. The result was the establishment of the Indian Universities, bodies which examined but did not teach students of affiliated colleges and recognised schools. The University of London afterwards admitted for examination any one educated anywhere in U.K. However, the Indian Universities did not follow this later model.<sup>32</sup>

This type of university was not satisfactory and acceptable to the people of India under the conditions prevailing in India at that time and many Indian gentlemen who had been in England corroborated the same views.

The idea of university which controlled and examined, but did not teach, seemed sufficiently strange to those who had experience of the great universities of the West, but it was the loss of the manifold advantages connected with residence, of the training of character possible as the result of healthy and vigorous college life and discipline, which attracted attention. In this respect the attitude of the past and the hope of the future were well expressed in the Report of the Indian Education Commission of 1882. It was written there that "the widely scattered colleges which have hitherto been only avenue to higher education in India and which will remain a powerful element in the educational system, require federal Universities for their control and for the examination of their students. While the need for this type of university is therefore

---

32. Report of the Dacca University Committee, 1912, Calcutta:

The Bengal Secretariat Book Dept., 1914, p.9.

undoubted, the conception of another type, directly responsible for the conduct of its own teaching, is becoming more clearly realized."<sup>33</sup> The Indian University Act of 1904 authorised the Universities to appoint professors and to assume the role of teachers and Calcutta was endeavouring to carry out this obligation by taking a direct part in postgraduate teaching in the University town. The Aligarh and Benaras schemes were further signs of this great development of public opinion. These were abundant indications that a university if it was to satisfy in full measure the requirements of the educated class of India, "must denote more than mere examination, must undertake more than mere control, must offer more than mere instruction. It must be an institution in which a true education can be obtained the training of the mind, body and character; the result "not a book but a man."

The above brief review led to the conclusion that the multiplication of scattered colleges, bound together by the loose tie of affiliation to a common university, could no longer be recognized as the sole means of satisfying the needs of ever increasing number of students seeking higher education. As such a demand arose for the fuller life and organized co-operation of the residential and teaching university.

#### The origin of Dacca University

There were as many as three main factors responsible for the establishment of Dacca University. The first and foremost was the desire of the Mussalmans of<sup>34</sup> Eastern Bengal to stimulate the educational progress of their community.<sup>35</sup> The second factor of special

---

33. India. Report of the Indian Education Commission 1982, Calcutta: Superintendent of Government Printing, 1983, pp.272-273.

34. Rahim, M.A. The History of the university of Dhaka, Dhaka: University, 1981, p.4.

35. Hand Book of the Universities of Pakistan, Inter-university Board of Pakistan, p.117.

importance was the desire of the government to relieve the congestion of the University of Calcutta.<sup>36</sup> The third factor was the desire of the government of India to create a new type of residential and teaching University. "The Chief determining factor in the decision of the government to make Dacca the seat of a university" according to the Calcutta University Commission of 1917, "was doubtless, the desire to accede to the demand for further facilities for the Muslim population who form a vast majority in Eastern Bengal".<sup>37</sup>

As such the government of India in their letter No 811, dated the 4th April 1912 announcing the decision to establish a university at Dacca, afforded a clear indication of their desire to satisfy these new aspirations and the Resolution<sup>38</sup> of the government of Bengal (No. 567, dated 27th of May 1912) was adopted forming the Dacca University Committee to frame a scheme for the new university. The Committee was instructed that "the university of Dacca should be of the teaching and residential and not of the federal type, and that it should be self-contained organism unconnected with any colleges outside the limits of the city."<sup>39</sup>

Members of the Dacca University Committee<sup>40</sup> were:- R.Nathan, Esq., C.S.I., C.I.E., B.A., I.C.S., Barister-at-Law, President, G.W.Kuchur, esq., C.I.E., M.A., Director of Public Instruction, Bengal,

36. Rahim, M.A. The History of the University of Dhaka, Dhaka: University, 1981, P.1.

37. Calcutta University Commission Report, Vol. IV. Pt. 11, PP.131-132.

38. Ibid., See also University of Dacca: 1958-66. Dacca: The Dacca University Brochure Committee, 1968, p.3.

39. Report of the Dacca University Committee, 1912, Calcutta: The Bengal Secretariat Book Depot, 1914, p.13.

40. Ibid., p.8. See also Hundred years of the university of Calcutta, Calcutta: University, 1957, p.263.

Dr. Rash Behari Ghose, C.S.I., C.I.E., D.L., Vakil, High Court, Calcutta, Nawab Saliyid Nawab Ali Choudhury, Khan Bahadur of Dhanbari, Mymensing District, Nawab Serajul Islam, Khan Bahadur, Vakil, High Court, Calcutta, Babu Ananda Chandra Roy, Pleader and Zeminder, Dacca, Mohammed Ali, Esq., B.A., Syndic and Trustee of the Muhammadan Anglo-Oriental College, Aligarh, H.R. James, Esq., M.A., Principal, Presidency College, Calcutta, W.A.J. Archbold, Esq., M.A., LL.B., Principal, Dacca College, Mohammedopadhaya Satish Chandra Archarji, Vidyabhusana, M.A., Ph.D., M.R.A.S., Principal Sankrit College, Calcutta, Babu Lalit Mohan Chattarji, M.A., Principal, Jaganath College, Dacca, C.W. Peake, Esq., M.A., Professor, Presidency College, Calcutta, Shams-ul-Ulama Abu Nasar Muhammad Waheed, M.A., Superintendent, Dacca Madrasah and D.S. Praser, Esq., B.A., I.C.S., Secretary.<sup>41</sup>

The Committee met in Calcutta on the 20th June, 1912 and held sixteen meetings to discuss the question of general principles.<sup>42</sup> For further examination of these questions and the elaboration of details, the Committee referred to twenty five sub-committees.<sup>43</sup> The Committee also co-opted a number of persons with special qualifications, to secure expert and authoritative advice upon many phases of university affairs. The scheme presented in this report was largely the work of co-opted members of the sub-committees. The Library Sub-committee<sup>44</sup> was composed of: Mr. R. Nathan., C.S.I., C.I.E., I.C.S., Barrister-at-Law, Mr. H.R. James, M.A., Principal, Presidency College, Calcutta, Mr. W.A.J. Archbold, M.A., LL.B., Principal, Dacca College, Mr. C.W. Peake, M.A., Professor, Presidency College, Calcutta, Babu

---

41. Calcutta University, Calcutta: University, 1957, P.263. op.cit., 2.

42. Ibid., P. 13.

43. Ibid., Appex. XI, pp. 265-270.

44. Ibid., p.8.

Lalit Mohan Chatterji, and Dr.M.Musharraful-Mulk, Ph.D. (Halle), Professor, Dacca College.

The Library Sub-Committee was headed by Mr.R.Nathan,<sup>45</sup> President of the main Committee. Four important members of the Committee were included in the Sub-Committee for Libraries and this showed the emphasis the Committee gave, on the development of libraries in the proposed university of Dacca. The Report proposed three types of libraries: namely (a) the central university library (b) Seminar libraries; and (c) college libraries for the university of Dacca. In defining the aims and objects of the above types of libraries it proposed "The university library should supply means for the promotion of advanced study and general culture. It should be a reference and not a lending library; but professors should be allowed to take out books up to a very limited number, and books may be taken out for seminar use during the day. It should not include ordinary college text-books other than the standard work or works of special merit. On the other hand, it should include books on art, biographies, books of travels, etc. even though they are not required for university courses, a set of best works on fiction, and usual standard works of reference. Liberal provision should also be made for periodicals, scientific and otherwise. College libraries, while not relieving either the professor or the student of the necessity of keeping a small library of his own, should yet contain, besides standard works of general culture, ordinary works of reference which students taking either the Honours or the pass course may wish to consult. Professors and students should be allowed under suitable regulations to take out books other than works of reference...The Science portion of the University Library will correspond both to the central library and

---

45. Ibid., p.8.



to the Seminar Collection of books in arts subjects; a small collection of books will also be required for each laboratory".<sup>46</sup>

It further proposed "The Arts section of the University Library will be accommodated in the main university building, now the secretariate, at the southern end of the ground floor opposite the seminars and will extend along the central portion as far as the first passage. The books will be kept in two long rooms fitted with suitable shelves. There will be two large reading rooms (each 101'X34') equipped with suitable fittings. The staff of the library should comprise a librarian in the Provincial Education Service, 3 assistant librarians and the Subordinates enumerated in Appendix X. One end of each reading room will be separated off by a counter, behind which should be accommodated the librarian or an assistant librarian."<sup>47</sup>

An estimate of initial and recurring expenditure for the central library<sup>48</sup> the seminar libraries<sup>49</sup> and the college libraries was given in Appendices IX and X of the Report. The Dacca and Jagannath Colleges already had libraries of their own.<sup>50</sup> Thus from the above it is noticed that the Report focussed on the lending system, nature of collection, library services, location of the library, shelving of books, furniture, staff, reading rooms, rooms for librarian and assistant librarian status and scale of library personnel etc.

---

46. Ibid.

47. Ibid.

48. The Report estimated capital expenditure of Rs. 13,000/- for furniture in the university library, (p.256). For purchase of books for Dacca University Library Rs. 52,000/-, Dacca University Science Library Rs. 23,000/- and Islamic Studies Rs. 12,000/- were recommended. (p.257).

49. The Report estimated capital expenditure of Rs. 5,000/- for seminar (p.256).

50. Ibid., Appendix IX, p.256.

In the estimated capital expenditure of Rs.33,250/- for furniture the Committee recommended Rs. 13,000/-for central library of the university, Rs. 5,000/- for seminars of different departments and Rs. 3,000/- for the Seminar library of the Dept. of Islamic Studies.<sup>51</sup> The Committee also recommended Rs. 300/- for furniture for the library of college for well-to-do classes.

The Committee recommended<sup>52</sup> Rs. 1,82,000/- for the purchase of books and periodicals, the break-down of which was as follows:-

University Library	Rs. 52,000/-
University Library(Science)	Rs. 23,000/-
Seminar	Rs. 18,000/-
Islamic Studies	Rs. 12,000/-
Law	Rs. 25,000/-
New and Muhammadan colleges	Rs. 40,000/-
Back numbers of periodicals	Rs. 12,000/-
	<hr/>
	Rs. 1,82,000/-
Seminar illustrative equipment	Rs. 3,000/-

It also recommended Rs. 10,000/- for the development of the library of the college for well-to-do classes (the total amount recommended for the development of this college being Rs. 11,700/-).

#### Seminar Library

The Committee recognising the habit of accurate and scientific investigation and original qualities of mind required for students, studying M.A. Degree courses emphasised on lectures, Seminar works and well-supervised private study for them. It stated; "Instruction

51. Ibid., Appendix IX, p.256.

52. Ibid., Appendix IX, pp. 256-57.

in each subject should centre in a seminar. This should comprise a lecture room and two or more rooms situated in close proximity to the University Library. The seminar should contain a complete reference library within the limits of the ordinary purpose of M.A. work, which should be supplemented, in the case of rare books which are not in common use from the university library. Students should be given facilities to take out, during the day of issue, such works from the university library as they may require for use in the seminar. The seminar should also be provided with illustrative equipment, pictures, maps, charts, models etc., such as may give greater life and reality to the studies they promote".<sup>53</sup> Thus the Committee put emphasis on the use and potentials of seminar Library.

#### Library Committee

The Committee recommended that the Library Committee "will have charge of the university and seminar libraries and will advise the Council on all questions connected with Library maintenance and management. It should be composed as follows:-

The Vice-Chancellor-President

The Librarian-Secretary

Five persons to be appointed by the Council."<sup>54</sup>

#### Staff

The Committee recommended the following structure of staff for the proposed library:-

One Librarian in the<sup>55</sup> rank of Provincial Education Service with monthly pay of Rs. 320/-, 3 Assistant Librarians of Sub-ordinate

53. Ibid., p.39.

54. Ibid., p.138.

55. Ibid., p. 260.

Educational Service at the monthly pay of Rs. 150/-, One Head Attendant at the monthly pay of Rs. 12/- and 3 Daftaries at the monthly pay of Rs. 15/-<sup>56</sup>

College for women

The Committee recommended that the college building for women "will comprise class rooms, library, laboratories, common room for students, sitting rooms for professors etc".<sup>57</sup> It further recommended that the building of the college for the well-to-do classes "will comprise a large hall, a library<sup>58</sup>...(site No. 22 on the general plan and plates 28, 29)."

While stressing on the need for library the Committee emphasised that the "Department of Islamic Studies should have library"<sup>59</sup> and it also recommended that the "Engineering Colleges" should have library".<sup>60</sup> It further recommended "a museum with library and reading room" for anatomical studies in Medical Colleges.<sup>61</sup> The Committee recommended ample accommodation for library in the Law Department, and "a sum of Rs. 25,000/-for initial expenditure on the Law Library and an annual sum of Rs. 1,000/-for its up-keep."<sup>62</sup>

The Report of the Dacca University Committee of 1912 dealt mainly as per instruction with the prospect of establishing a teaching university at Dacca and it submitted the Report for favouring the establishment of the same with logical arguments. While preparing the

56. Ibid., p.263.

57. Ibid., Plate No. 26 and 27, p.91.

58. Ibid., Site No. 22 on the general plan and plate No.28 and 29,p.95.

59. Ibid., Appex.IX, p.257.

60. Ibid., Plate No. 30, p.115.

61. Ibid., p.120.

62. Ibid., p.123.

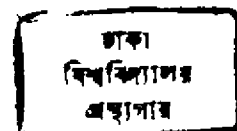
Report it duly recognised the indispensable relationship between university and its library. Thus it framed a sub-committee for preparing the relevant portion of the Report on libraries. The sub-committee also gave equal emphasis on the establishment of libraries vis-a-vis the university. "To aid, sustain and augment the teaching, research and extension programmes of the university"<sup>63</sup> is the philosophy for which university library exists and that was fully realised by the sub-committee in recommending the establishment of Library in the proposed university of Dacca. It was not a case of development of library rather it was the proposal for the establishment of one.

What was proposed by the Nathan Committee was subsequently enlarged and modified in some cases by the Sadler Commission of 1917-19 of the university of Calcutta. The Nathan Committee recommended that the pay and status of the Librarian would be that of the Provincial Education Service at the rate of monthly pay of Rs. 320/-, Assistant Librarian: Sub-ordinate Educational Service at the monthly pay of Rs. 150/-, Senior Professor: monthly pay Rs. 1,800/-, Professor, monthly pay Rs. 1500/-(in 1912). But the Sadler Commission recommended that pay and status of the Librarian of the university of Calcutta would be that of a Professor of the university and having a place in the supreme academic body of the university. Besides controlling his own library, the librarian might well perform other useful functions as well, such as that of giving advice to college librarians in regard to selection and cataloguing of books with a view to the prevention

---

 384932

63. Mumtaz, A Anwar. "Our university and their libraries: a plea for integration of programme and services", The Eastern Librarian, III(1), September, 1968, p.35.



of needless waste by overlapping especially in the provision of expensive periodicals.<sup>64</sup> Another observation is that the Nathan Committee did not specify the duties of the librarian. But the Sadler Commission specified the duties of librarian though not extensively.

The Committee's recommendations for the Dacca University Library as Reference Library, but not a lending library was very good from the philosophical standpoint of librarianship but not suitable and practicable from the deplorable socio-economic standpoint of the then Bengal. Even today Dhaka University Library is a lending library. Without stating the book selection principles, it recommended that "standard works or works of special merit" "would be purchased". It rightly recommended that "Liberal provision should be made for periodicals, scientific and otherwise" for promoting research in the university. It did not recommend separate building for library in a calm and central place, suitable for students.

One of the striking feature of the Committee is that it recommended private individual library for professors and students. This very point was not recommended by any subsequent commission/committee/plan/scheme made during the British period (1912-1947), Pakistani period (1947-1971) and Bangladesh since 1971.

The most fundamental drawback of the Committee Report is that it underestimated the pay and status of the Librarian and Assistant Librarian of the University Library. In the advanced countries, the pay and status of the university Librarian is that of a professor of the university. The Assistant Librarian enjoys the pay and status of Assistant Professor. Even in Bangladesh in most of the universities

---

64. op. cit. 2, pp. 283-284.

the pay and status of the librarian and Assistant Librarian is that of a Professor and Assistant Professor. The Committee recommended the status of Provincial Education Service with monthly pay of Rs. 320/- for the librarian and for the Assistant Librarian the status of Provincial Sub-ordinate Education Service with monthly pay of Rs. 150. Whereas in contrast to it, it was found that it recommended for the Professor of Arts and Sciences in the university the status of Indian Education Service,<sup>65</sup> with the monthly pay of Rs. 1,800 for Senior Professor and Rs. 1,500/-for Professor. This underestimation and inferior position had long lasting influence upon the profession as a whole. During the rest of the period of British Rule and Pakistani Rule, the Librarian and the profession as a whole were not given due recognition and status. Even today the library personnel are not getting due social and economic status though it was repeatedly stated in many Reports that library is the heart of the educational institution,"<sup>66</sup> and "librarian is the teacher of teachers".<sup>67</sup>

Another flaw of the Report is that it did not set any standard qualification for the post of Librarian and Assistant Librarian. As a result person in the good book of the university authorities would get the chance of being favoured with the post, and actually this happened. A historical review of the situation will prove that right from 1921, no one with professional qualification for the post of Librarian was ever appointed as librarian. Even today a

---

65. Ibid., pp.49-50.

66. Pakistan. Commission on National Education, 1959. Karachi: Manager of publications, 1961, p.40. See also Pakistan. Planning Commission. The Third Five-Year Plan, 1965-70, pp.202-3.

67. SPIL. Proposals for execution of the planned projects under Library Services in the Fourth Five-Year Plan, 1970-75, Karachi: SPIL, 1970, p.13.

Professor of History is temporarily holding the post. This unfortunate position is the legacy of the lack of any standard qualification and recruitment rules prescribed for the post of Librarian and Assistant Librarian by the Nathan Committee. The Committee recommended the establishment of nineteen Departments in Arts and Science for teaching upto post-graduate courses. But it did not make any provision for training in librarianship or teaching in library science though it gave emphasis upon the role of libraries in University teaching and research. The planners being intellectual giants with long academic and research experience, unfortunately failed to properly conceive that librarianship was an independent and growing discipline requiring professional research and training. As such the vacuum in this respect was created right from the very proposal for the creation of Dacca University and that vacuum continued for more than half a century till the full-fledged Department of Library Science was instituted in the University in 1964.<sup>68</sup>

The Calcutta University Commission: 1917-19: (The Sadler Commission)

The schools and colleges situated in the area now called Bangladesh were directly under the control and supervision of the University of Calcutta as the proposed university of Dacca according to Nathan Committee Report was not then set up. So study of the report of Calcutta University Commission is important for knowing the then condition of colleges and school libraries situated in this area.

---

68. Khorasani, S.S.M.A. Courses in Library Science... Dacca, Dacca University, 1966, p.12 (M.A. Thesis). See also Agarwal, S.M., Khan R.R.Satyanarayan, N.R.ed. Perspectives in Library and Information Science Vol. 2, Viswanathan Festschrift, Lucknow: Print House (India), 1982, p.39.



The concept about academic library development of the Commission are also important. The Report had something of great significance to offer to the development of academic libraries. Although the Commission, as its name implied was concerned only with the Calcutta University, its recommendations were based on the total academic scene in India and as such were applicable to any institution in the then Pakistan and present Bangladesh.

The Calcutta University Commission was appointed by the Governor-General of India-in-Council to make enquiries and recommendations in regard to the University of Calcutta and its affiliated colleges. The scope of the enquiry was described in a resolution of the Government of India in the Education Department Order No. 783 dated the 14th September 1917, which stated "The Governor-General-in-Council has decided to appoint a Commission to enquire into the conditions and prospects of the University of Calcutta and to consider the question of a constructive policy in relation to the question which it presents."<sup>69</sup> An announcement on the subject was made by His Excellency the Chancellor of the University at the convocation held on the 6th January, 1917. The composition of the Commission was as follows:-  
President: (1) Dr.M.E.Sadler, C.B., M.A., Litt. D., LL.D., Vice-Chancellor of the University of Leeds; Members: (2) Dr.J.W.Gregory, F.R.S., D.Sc., M.I.M.M., Professor of Geology at the University of Glasgow; (3) Mr.P.J.Hartog, C.I.E., M.A., B.Sc., Academic Registrar, University of London; (4) Professor Ramsay Muir, M.A., Professor of Modern History at the University of Manchester; (5) The Hon'ble Sir Asutosh

---

69. India. Calcutta University Commission 1917-1919, Vol.I, Calcutta: Superintendent of Government Press, 1919, p.I.

Mookerjee, Kt., C.S.I., M.A., D.L., Puisne Judge, High Court of Judicature at Fort William in Bengal; (6) The Hon'ble Mr.W.W.Hornell, M.R.A.S., M.A., Director of Public Instruction, Bengal; (7) Dr.Zia-ud-din Ahmed, C.I.E., M.A., D.Sc., Ph.D., Senior Tutor and Professor of Mathematics, Muhammadan Anglo-Oriental College, Aligarh, Mr. G. Anderson, Assistant Secretary in the Department of Education of the Government of India acted as Secretary to the Commission.<sup>70</sup>

The terms of reference of the Commission were "to enquire into working of the present organisation of the University of Calcutta and its affiliated Colleges, the standard, the examinations and the distribution of teachers; to consider at what places and in what manner provision should be made in Bengal for teaching and research for persons above the secondary school age; to examine the suitability of the present situation and constitution of the University and to make such suggestions as may be necessary for their modification; to make recommendations as to the qualification to be demanded of students on their admission to the university...and to recommend any changes of constitution, administration and educational policy which may appear desirable".<sup>71</sup>

In addition to the main reference, the Commission received the following subsidiary references for consideration: (a) "The question of recognition of the proposed school final examination for secondary English school in Bengal as a qualifying test for direct admission for the university courses;<sup>72</sup> (b) The institution of Diploma in spoken English at the Calcutta University;<sup>73</sup> and (c) The draft

70. Ibid., pp.1-2.

71. Ibid., p.2.

72. Letter from the Govt. of India, No.883 of October 30th, 1917.

73. Letter from the Govt. of India, No. 752 of September 2nd, 1918.

regulations for the examination in agriculture, technology and commerce passed by the Senate of the Calcutta University on March 23rd, 1918".<sup>74</sup>

The Commission circulated 671<sup>75</sup> copies of the questionnaire<sup>76</sup> and 412<sup>77</sup> replies were received. The Commission visited different institutions and interviewed persons of various types to collect information. The Commission also inspected the library, examined the register of books taken out by the students and noted more particularly the type of books which seemed popular to them.<sup>78</sup>

The Commission observed that in Art Colleges "the library accommodation is especially inadequate; the City College indeed has a respectable library, and the Ripon College a tolerable one<sup>79</sup> as college libraries in India go... But in the libraries of other colleges both the rooms and the collection of books are totally inadequate; in one college the library occupies a part of a room mainly used as a scientific laboratory and has seating accommodation for perhaps a dozen students".<sup>80</sup>

The Commission observed that in some Art Colleges, Library was a hindrance. A college applied for Honours affiliation in Philosophy. Inspectors were duly deputed by the university to enquire into

74. Letter from the Govt. of India, No.481 of June 10th, 1918.

75. op.cit., I, p.4.

76. Ibid., pp. 4-9.

77. Ibid., p.4.

78. Ibid., p.10.

79. Ibid., p.425. The Inspector of Colleges reported "If all the students in the Ripon college were to take out two volumes at the same time, the shelves would be almost emptied".

80. Ibid., p.425. "In one college the Principal received us in the library. We sat on the only eight chairs contained, books in a few dilapidated almirahs, surrounded us".

the fitness of the college for this higher work. The Principal of the college suggested to the gentlemen that they should inspect the philosophical library of the college, which happened to be usually good and well-selected. "The fewer the books, the better the students will read", said this guide of youth. "They can not understand the books and they only confuse them. Much better, it would appear that they should be supplied with dictated dogmatic notes and learn them by heart".<sup>81</sup> The above statement of the Principal showed that libraries were not used at that time by students of Art Colleges. The statement of the Principal was a crucial instance to show the neglect of libraries both by the authority and students of Art Colleges, affiliated under the University of Calcutta.

The Commission analysed the then condition of libraries of the Art<sup>82</sup> Colleges. It explained the effect of "the neglect of the library<sup>83</sup> upon the then educational structure of India. It stated "A man has not received a university education in any real sense if he has only been taught to get up subjects for examination. He must have acquired the habit and desire to think widely and the power to read well. 'The true university' says Carlyle, (exaggerated and one-sided aphorism)'is a library of books'; at any rate it is true that a university has not fulfilled one of the most important of its more purely intellectual functions unless it has made its students feel at

---

81. Ibid., pp.394-395.

82. The name "Art colleges" though strictly speaking a misnomer, since these colleges also provided teaching in science had long been in common use to describe those colleges which prepared students for degree in arts or science but which did not afford professional training".

83. Ibid., P. 406.

home and happy in a library of books knowing how to use it".<sup>84</sup> In the above sentences the Commission analysed the importance of library in the university education and also hinted the lack of well-organised libraries in the university of Calcutta and affiliated colleges. It thus stated "From this point of view one of the greatest weakness of the existing system is the extra-ordinarily unimportant part in it which is played by the library. Few of the colleges have good libraries. Even the best, that of Presidency College is very defective in many points"... "there is not a single library in Calcutta" said Dr. Hiralal Halder,<sup>85</sup> "where all the works on philosophy are available;... there is not one decent bookshop here where you can buy a standard book on philosophy...when I advise students to read particular books, they often ask me where they can get them, and all that I can do is to scratch my head".<sup>86</sup> From the above remarks it was proved that at that time there was not only lack of good library but also scarcity of book shops. So libraries could not be developed. If that was true of Calcutta, where besides the college libraries there were the University library and the Imperial Library, what would be the state of things in the remote and isolated centres of the mufassil. The Commission in considering the book purchase allocation observed "the colleges in truth, have not the means whereby to purchase books on any adequate scale; and the small fund which they can use for the purpose often illspent. There are old collection of considerable

84. Ibid., pp. 406-7.

85. Dr. Hiralal Halder was a teacher at the Presidency College, Calcutta.

86. Ibid., P.407. Many of the answers of the question No.2. contained illuminating comments on the subjects, such as: "Do you consider that University training at its best involves ...  
 (a).....  
 (b) "that teachers and students...should have access to well appointed libraries and laboratories".  
 (c)....."

interests at the Scottish Church College and at Hooghly College but in general they are not kept upto date and there are few to use them... In several colleges we have found reasonably good working collections; there are few examples... a sound working library in English Literature at the Jagannath College, Dacca and a moderately good collection of some 10,000 volumes at Rajshahi. Much care has recently been given to the library at Dacca College. But these are exceptions and in general the libraries are quite inadequate for the needs of students and still more for those of teachers."<sup>87</sup> The Commission observed that "nowhere, save in Calcutta, are there any public libraries to supply these deficiencies. In many college towns there is not even a bookshop".<sup>88</sup> Thus it is evident that fund available for purchase of books for college libraries were not only meagre but also the funds were misused.

The Commission did not suggest that an impossible or unreasonable standard in regard to libraries be set before the colleges. It was inclined to agree with the view expressed by Sir, Gooroo Das Banerjee that "in a poor country like this, libraries should not be made unnecessarily costly. An ordinary College library should not, like an Imperial library aim at having all the books on a subject, good, bad and indifferent but should be content with having only the best books". It observed that there was no "college library in Bengal which at present, has right to be content or to believe that it has even only the best books in all the subjects it teaches".<sup>89</sup>

---

87. Ibid., Vol. I, PP.407-408.

88. Ibid., Vol. I, PP. 407-408.

89. Ibid., Vol. I, P. 408.

It found that in some colleges "libraries are regarded, not an essential part of teaching equipment, but merely as a more or less useless conventional accessory".<sup>90</sup> The Commission saw more than one library the contents of which seemed to have been bought... from the dealers in order to make a show when the university inspectors came round to conduct enquiries.<sup>91</sup> When the library was required and treated in this way by the authorities of a college, it was not to be expected that the students would realise its importance: they were already too prone to assume that the textbooks and the keys were sufficient.

In observing the use of library and inspecting the record of books taken out of the library the Commission found that "... the library scarcely seems to be used at all, in none it is used very freely: time and again we have noted that the whole body of students of a college, 300 to 400 in number, have only borrowed perhaps 25 books among them in the course of a month".<sup>92</sup>

The Commission felt the need for training the students and occasionally also the teachers in the use of a library. "Students should be taught early to make legitimate use of library" said Sir Gooroo Das Banerjee.<sup>93</sup> There was no provision said Nawab Syed Nawab Ali Chowdhury to compel and force the students to use the libraries. There is no special classes for library works... Students are left to themselves and as is natural under the circumstances, they pick out just a few books here and there aimlessly, without any special reference to the nature of the work they are engaged in".<sup>94</sup> Mr. Pancha-

90. Ibid., Pf. 408-409.

91. Ibid.

92. Ibid., P. 409.

93. Ibid.

94. Ibid., Vol. I. P. 410. This method was introduced in Madras.

nandas Mukherji made the point still more specifically when he said that mere access to libraries would not do. Just as the science students' time-table was so arranged that he might devote a considerable part of his time to actual laboratory practice, so the arts students should be compelled to devote a few hours, each day to work in the general intellectual laboratory the library.

But there were few colleges which realised the importance of this kind of work: "which worked out, like Cotton College, Gauhati, a careful scheme for supervising students reading or which have established, like Presidency College, seminar classes, held among the books or in which, as in St. Paul's College, teachers meet their students in the library and advise them as to the books they should read".<sup>95</sup>

As regards the university of Dacca, the Commission recommended that "both for the arts and for the science subjects the university library will need to be greatly strengthened by means of a capital grant and recurring grant. We lay stress on adequate grants for periodicals. We do not regard Rs. 30,000 to 40,000 a year as at all excessive as a library grant (for the purchase and binding of books

and exclusive of the salaries of the staff) for a university situated far from the resources of a great capital. Indeed we regard a strong library as an essential factor for making Dacca a university not only in name but in fact".<sup>96</sup>

#### Library examinations

The Commission in discussing the then examination system was altogether in agreement with witnesses like Dr. Narash Chandra

---

95. Ibid., Vol. I, P. 410. This method was introduced in Madras.

96. Ibid., Vol. IV, Part II, P.170.



Sen Gupta and Mr. Hem Chandra Das Gupta<sup>97</sup> who suggested that "in the higher examination such as B.A. Honours, M.A., M.Sc. and M.L. an attempt should be made to test the ability of the students to use reference books and that the students should be permitted to use library in answering certain questions in some subjects, at any rate. In such cases students should be required to give the exact references for all statements derived from the books they use. The main difficulty would arise in dealing with the large number of candidates".<sup>98</sup>

The Commission further recommended that in addition to the general library, "special libraries for higher work should be provided for the various departments. In the science departments these should be attached to the laboratories. In arts departments the books should be placed in the room in which seminar teaching is carried on. It might be convenient in subjects like history that the seminars should be held in the rooms belonging to the University library in which historical collections are housed. The books of the departmental libraries should be regarded as forming part of the general university library, and available for consultation (though not for purpose of borrowing) by its readers, unless, without undue expense, and gradually, it is found possible to provide duplicates for departmental use solely".<sup>99</sup>

The Commission was equally conscious of the librarian's roles in the development of library. Thus for the first time a statement

---

97. Ibid., Vol.I. P.6.Question No. 10.

"Have you any further suggestion to make as to the improvement of the existing methods of the university examination"? In response to this question they suggested Library examination.

98. Ibid., Vol. II, P. 189.

99. Ibid., Vol. IV, P. 177.

was made in an official document about his duties, status and even salary. Speaking of the librarian for the proposed unitary teaching University of Dacca which was to serve as a model for the future universities in India, the Commission said: "The University should have the services of a librarian who should be a man or woman of culture, skilled in the art of cataloguing and managing a library. Library organisation has been greatly developed of recent years as the disadvantages of the unskilled management of large and growing libraries have become apparent. The librarian would be in charge of the central library of the university. The persons in charge of libraries of halls and hostels should also be able to avail themselves of the advice and experience of the university librarian though he could not be expected to be responsible for details of their management. We think that a salary equal to that of a reader should be offered to the librarian".<sup>100</sup>

In discussing the function of the teaching university in Calcutta, the Commission recommended "...though every college ought to

---

100. Ibid., Vol. IV, Part II, PP. 213-14.

"Reader, according to the Commission, was required to be a teacher of approximately the same standing as a Professor, capable of acting as a head of the Department. The title of reader was not to be conferred in respect of any post carrying a salary of less than Rs. 400 p.m.: the salary of a reader could as well rise to Rs. 600 p.m. A reader should be regarded as eligible for promotion to a Professorship, if such promotion were desirable and funds were available. Departments started on small scales or in which total number of students is not likely to be large and sub-departments might be placed in charge of a reader... (Calcutta University Commission Report, Vol. IV, Part II, P. 173.)

possess a good working library, no college can afford to maintain a library capable of meeting all the needs of its teachers and students. To maintain such a library, on the amplest possible scale and to make it as useful as it can be to all teachers and serious students, must therefore, be one of the most important function of the university. And the university librarian ought to be a functionary of great importance, ranking with university professors and having a place in the supreme academic body of the university, Besides controlling his own library, the library, the librarian might well perform other useful functions as well as that of giving advice to college librarians in regard to the selection and cataloguing of books, with a view to the prevention of needless waste by overlapping especially in the provision of expensive periodicals".<sup>101</sup>

In considering the equipment and accommodation of the constituent colleges under the university of Calcutta the Commission recommended that "there must be a reasonable good working library with sufficient seating accommodation, not a mere proforma library."<sup>102</sup> The Commission recommended that the librarian of the Imperial Library would be the ex-officio member of the Court of the University of Calcutta.<sup>103</sup>

In considering the pay and position of the University of Calcutta, it recommended that "The librarian should be appointed by the Executive Council on the recommendation of the Academic Council. He should have the salary and status of a university Professor, and should

---

101. Ibid., Vol. IV, Part II.

102. Ibid., P. 304.

103. Ibid., PP. 384-85.

104  
be ex-officio member of the Academic Council. 105

The Commission even discussed the constitution and functions of Library Committee of the University of Calcutta. It recommended that "the library committee should be appointed...Its duties should not be limited to the administration of university library. It should also aim at securing organised co-operation with the Imperial Library and other public libraries in Calcutta, it should supply advice and guidance to college libraries, both in Calcutta and in the mufassil and endeavour to prevent needless duplication or overlapping. In order that it may be able to secure these ends, it should be, if possible include the librarian of the Imperial Library and perhaps other Calcutta librarian and it should further include college teacher, specially interested in library work."106

---

104. Ibid., Vol. IV, Part II, PP. 172-73, 290. "The title professor should not be given in respect of any post carrying a salary less than Rs. 600 per mensem. The normal salary should we think be considerably higher, while in India as in England it is desirable to fix a minimum salary in order to preserve the proper status and dignity of a chair, it would be impracticable to fix a uniform scales for all teachers...We agree with the Dacca University Committee that in certain cases it may be necessary to offer as large a salary as Rs. 2000/-..."This was the recommendation for Dacca University. For the University of Calcutta the Commission recommended "If the academic career is to compete for the services of able men with other careers in India, the normal salary should rather be Rs. 750-1000/-per mensem; and it will be necessary sometimes to pay substantially more than this higher figure...it will be necessary for sometimes to come to list in the services of Indian universities' distinguished scholars from other countries"...

105. Ibid., PP. 383-284.

106. Ibid., Vol. IV, Part II, P.417.

The Calcutta University Commission Report of 1919 was far superior to the Report of 1902 in thoughts and contents. The Report of 1919 covered greater and larger aspects of library development than those of 1902. The Commission's analysis of the condition of libraries and library services were thoughtful, penetrating and deeprooted. It revealed the exact situation of the then libraries when it used the words "Pro forma library" to express the deplorable condition of libraries. The soundness of the Report is revealed when we consider some of its recommendations e.g., training of students and teachers in the use of libraries, classes for library works like laboratory work of science students, meeting teachers with students in the library, library examination, departmental libraries, function of libraries, status and pay of university librarian, method of appointment of university librarian, and Library Committee. Though these points were recommended in 1919, they have not become old with the passage of time. These points are still useful for the development of libraries anywhere in the world. They will ever remain exemplary by virtue of the inherent quality contained in each and every recommendation. So the modern library planners have many things to learn from this Report while planning library development in this age and for the future. Library class like laboratory work for science subjects like physics, chemistry etc., meeting of students and teachers in the library, library examination, which were recommended by the Commission, are being given importance in developed countries not to speak of undeveloped or developing countries.

But unfortunately the Commission's recommendations were not implemented in any library, in the land now constituting Bangladesh.

### Education Reforms in 1921

Whatever had been recommended for the development of libraries by the aforesaid Commissions and Committees centered round mainly the university and college libraries. School libraries and school library services were not so minutely focussed in them but the Education Reforms in 1921 (Bangladesh Education Code) dealt also with the development of school libraries and library services.

The inauguration of the Reforms in 1921 constituted a landmark in the history of education in India. It then became a "transferred" subject by which the responsibility for its control was placed more definitely within the domain of the then provincial legislatures. All forms of education in Bengal, as in other provinces, were entrusted to Ministers drawn from, and responsible to the Legislative Council, and on them devolved the task of determining the best method of adopting the educational system to the needs and circumstances of the province and of developing its people to an enlightened citizenship.<sup>107</sup>

When the Reforms were first put into operation in Bengal, the Ministry of Agriculture and Industries controlled all technical, commercial and industrial schools which had been transferred to the Department of Industries on its constitution in 1920, except the technical education imparted in the Bengal Engineering College and the Ahsanullah School of Engineering at Dacca, which with all other "transferred" forms of education, were placed under the Ministry of Education.<sup>108</sup>

---

107. Bengal. Director of Instruction. The Bengal Education Code 1931, Alipore: Superintendent, Government Printing, 1940, p.19.

108. Ibid.

Far-reaching as the reforms were in their consequential implications, their reactions were felt rather in the financial than in the administrative sphere of the educational system. Provincial Governments were even then responsible not only for the administration of local institutions but also for the development of their own educational systems, though the Government of India were able, and did in fact, convene educational conferences and issue circulars and resolutions which gave a lead and direction to the several provinces in the initiation and development of policies of an educational character. For example, on such questions as the control and finance of secondary education, the provision of free primary education and even the introduction of compulsory education, Provincial Governments, were free to adopt, and had in fact adopted, different policies. It was only when legislation was involved, or when appointments were made to the Indian Educational Service, or when schemes were proposed involving large expenditure, that a Provincial Government required the authority of the Government of India.<sup>109</sup>

But while the reforms undoubtedly wrought fundamental changes in the organisation and control of education, they by no means deprived the Central Government of all its educational functions. Their control then extended to matters of practical import for the proper organisation and well-being of the Indian Educational Service.<sup>110</sup>

This Code did not deal with Medical colleges or schools which were under the control of the Medical Department, nor with Engineering Colleges or schools (other than the Bengal Engineering College and Ahsanullah School of Engineering at Dacca) nor with Technical and

---

109. Ibid.

110. Ibid., P. 20.

Industrial schools (other than the Government Commercial Institute and the Government School of Art, both in Calcutta) which were under the Department of Industries, nor with the Reformatory School at Hazaribagh or European schools, which had separate Codes of their own. The Code was chiefly the work of Mr. J.C. Cuzen who was placed on special duty for the purpose.<sup>111</sup> The broadest division of educational institutions was that which classed them as recognised and unrecognised.<sup>112</sup> Recognised institutions were again divided into publicly managed and privately managed institutions.<sup>113</sup> The classification of educational institutions, according to standards, was based on the nature and grade of the instruction imparted in them. On this basis there were the following classes of institutions for Indians falling within the scope of the Education Department in Bengal.<sup>114</sup>

University education:- Art Colleges, Professional Colleges, Law, Engineering, Teaching. School education:- Secondary, High School, Middle Schools, English, Vernacular, Primary schools including Maktabas. Vocational education:- Art schools, Normal and Training schools, Engineering Schools, Commercial Schools, Special Schools, Madrashes and Tols. Reformatory schools, Miscellaneous and special schools e.g. schools for Defectives, Music schools, etc.

111. Ibid. The Reformatory and Industrial Schools at Alipore were under the control of the Education Department. They were conducted under the rules framed by Government under section 48 of the Bengal Children's Act, 1922.

112. Until the 1st April, 1923, institutions were classed as "public" or "private". From the date their division was altered to "recognised" and "unrecognised" under the orders conveyed in the Government of India, Department of Education and Health, letter No. 211 of the 21st February, 1923.

113. Ibid., P. 21.

114. Ibid.



Potentials of libraries as reflected in Bengal Education Code 1911.

From the history of education in the then Bengal ruled by the Britishers it would appear that the rulers and administrators tried to formulate some plan and/or policies and worked for reforming the education system in those days. From the following it would be observed that 63 years back from now they not only put emphasis on educational institutions but also gave significant importance and stress on the role and function of libraries in educational institutions. They believed perhaps that for good education there should be good libraries, which unfortunately we still lack.

Under Section II-Supplementary rules for Government Art colleges, of chapter III, the Code planned a habit of study among students by the provision of facilities for the issue of books from the Library so far as this could be arranged with due regard to considerations of their safe custody and return. The following were the rules<sup>115</sup> prescribed for the management of the libraries of Government colleges:-

"(i) The Librarian shall be responsible under the Principal for the safe custody of books. (ii) The Principal shall from time to time lay down such rules as may be necessary for preserving order in the library and shall fix the hours during which the Librarian shall be present and the library kept open for reading or taking out books. (iii) No book shall be removed from the library without the knowledge of the Librarian; nor (except in the case of a book required for casual reference by a teacher during college hours) until after

---

115. Ibid., pp. 81-82.

it has been entered by the Librarian in a register to be kept for that purpose. This register should contain columns for the name of the book taken out, for the dates of its removal and return, for the signature of the borrower, and for remarks (if necessary) upon the condition of the book at removal from, or return to the library. (iv) The Principal shall determine the number of volumes that may be taken out at one time by teachers and by students respectively. He will also determine, if necessary, the kind of books that shall not be issued. (v) The Principal shall determine the conditions under which books may be issued to persons not connected with the college, but the following conditions should invariably be observed:- (a) In all cases where a person not connected with the college is allowed to borrow a book, a deposit of Rs. 5, or such larger sum as may be fixed by the Principal, shall be required; (b) No back numbers of sets of periodicals shall be lent out under any circumstances. (vi) Books taken out of the library must be returned to the Librarian, and on no account be transferred to any other person. (vii) No marginal or other notes or markings shall be made in books of the library. Breach of this rule shall be punished by fine at the discretion of the Principal. (viii) Any person losing or seriously damaging a volume shall pay its value or replace it with a similar volume. When it belongs to a set or series, unless he can replace it, he shall pay the value of the set".<sup>116</sup> Further the Code recommended the following rule for cataloguing of books: "(ix) Every book added to the library whether by purchase or otherwise shall be entered by the Librarian in a catalogue under its proper head. This catalogue

---

116. This rule was not enforced at the discretion of the Principal in the case of loss or accident over which the person borrowing the book or books had no control. In such cases the loss was met by the Department.

should be printed once every ten years and a printed copy should be furnished to the Director. Copies should also be offered for sale, at a moderate price, to the public, and a sufficient number should be made available in the Library for consultation by students. (x) Towards the close of each year, all the books shall be called in for a time, in order that the library may be compared with the catalogue, losses discovered and replaced, and necessary binding and other repairs carried out. During this period no person, except with the special permission of the Principal, shall have access to the library. (xi) The condition of the library shall be briefly noticed in the annual report of the college and list of books lost or destroyed should accompany the report. (xii) The Library should form a distinct department of the college and should not be considered a part of the office".<sup>117</sup>

As regards libraries in aided colleges the Code mentioned that the libraries in aided colleges would be organised and maintained under the same rules as applied in the case of Government Colleges in terms of Government Order No 822, dated the 23rd May 1917.

While framing Rules for Govt. School of Arts, Calcutta under Professional and Technical Education the Code mentioned:-

"A student desiring to take books out of the library should make a deposit of Rs. 5 as caution money. The following classes of books are to be consulted in the library itself and are not permitted to be taken away:- (a) Dictionaries and Encyclopedias. (b) Rare books on Art. (c) Books of special reference and (d) Magazines and periodicals.

---

117. Ibid., P. 88.

Only one book is issued at a time to a student, and it must be returned within one week from the date of issue. Students desiring the use of books during vacations may, in special cases, obtain them on application to the Principal.<sup>118</sup>

In chapter V-schools for general Instruction Section VII-Miscellaneous, the Code mentioned that a good library was an essential part of the equipment of every secondary school. In High schools generally it consisted of three parts, viz., (1) a reference library, (2) a teachers' library and (3) a scholars' library; this division was not maintained in Middle schools. Adequate arrangements were made for lending books to the pupils, and teachers encouraged their pupils to make use of the books in the school library.<sup>119</sup> The rules for the management of College Libraries were generally applicable to School Libraries, the head teacher taking the place of the Principal. The following special rules for the supervision and control of the library work in government High Schools were framed:

"(i) The Head Master of each school should be in charge of the library and make it a point of duty to inspect the library regularly to see the almirahs are clean, the books neatly arranged and regularly dusted and to let teachers and pupils feel that it is a most important adjunct of the institution. He should be assisted by a selected member of the staff. (ii) It would be the duty of each class master to direct and guide the private reading of his pupils, to help them to select books suitable to their age and capacity and to encourage them to cultivate the habit of reading. The entire teaching

---

118. Ibid., P. 133.

119. Ibid., P. 208.

staff should thus be required to take some definite interest in the use and upkeep of the library as part of their normal duties as teachers. (iii) A small Committee consisting of the Head Master, two selected teachers to represent the senior and the junior departments of the school and a senior student should be constituted in each school for the purpose of framing rules, for the selection and purchase of new books for the library, and in general to advise on literary matters. (iv) The clerk of the school should be entrusted with the routine work, e.g., maintaining a register of receipts and issues, keeping a stock book, numbering and marking the new books, preparation of a catalogue, indents, etc. (Director of Public Instruction's Circular No. 39, dated the 23rd December 1926).

At the end of each official year all the library books should be called in for a time and the head teacher should take careful stock of all the library books and note and report to the Inspector any loss or damage that has occurred during the year. Inspecting officers should examine the catalogue and library at their visits to see that the two correspond and that no undesirable volumes have crept in. Books intended for school libraries should be approved by the Inspector or Inspectress of schools".<sup>120</sup>

These rules were broad based. The Headmaster who was in charge of the Library regularly inspected the library. He particularly took care of cleanliness and arrangement of books in the Almirahs. Each class teacher guided pupils in using the library. One of the most important feature of these rules was the formation of the School Library Committee in which a senior student was included. Annual

---

120. Ibid., P. 208.

stocktaking was a regular feature of the management of library. There was something like catalogue which probably served as Accession Register, but it was not compiled and maintained by the professionally trained librarian. This fault was due to the then socio-economic conditions and facilities for library training which was not available in Bengal at that time.

Books selected for purchase by the Headmaster or the Principal for the schools or colleges were to be approved by the Inspector or Inspectress of schools. As the Headmaster or Headmistress had no background in Librarianship, the provision of approval by the Inspector would remove the duplication and unnecessary books from the list.

Annual grants for libraries attached to Madrasahs were mixed with Prize allowances. The annual grants to Madrasahs for the award of prizes and for the maintenance of their libraries were as follows:- <sup>121</sup>

	Prize allowance Rs.	Library grant Rs.
(1) Calcutta Madrasah	75	800
(2) Dacca Islamic Intermediate College (Madrasah Department)	60	300
(3) Chittagong Islamic Intermediate College	60	300
(4) Hooghly Madrasah	60	300
(5) Rajshahi High Madrasah	25	100
	Total = 280	1,800

---

121. Ibid., p. 288.

It shows that the then govt. was particular about library development that the annual grant to Libraries even for Madrasahs was included in the Code.

The Code specified that the following books ought to be kept in addition to any others that might be prescribed:-

(a) A Library Catalogue.<sup>122</sup> (b) A Stock-book of scientific apparatus, chemicals, etc. (c) A Fee and Fine collection book. (d) A Subscription book. (e) A Library Loan-book.<sup>123</sup>

Maintenance of the above books in which Library catalogue and library loan books were important items, was one of the pre-condition for receiving govt. aid in any school and college. Thus we see that there was constant pressure and follow-up from the govt. in different forms for development of libraries.

The Code made provision for the Provincial Text Book Committee which composed of not more than thirty-six members. The Director of Public Instruction acted as the ex-officio President of the Committee. The ex-officio members were as follows:-

(i) The Principal, David Hare Training College, (ii) The Principal, Teachers' Training College, Dacca, (iii) The Inspectress of Schools, Presidency and Burdwan Divisions, (iv) The Assistant Director of Public Instruction for Muhammadan Education and (v) The Librarian, Imperial Library.

The Asstt. Director of Public Instruction for Muhammadan Education or the Additional Asstt. Director of Public Instruction would work as secretary to the committee. The secretary would remain in charge of the Library. One of the important functions of the committee was to recommend books for libraries and prizes.<sup>124</sup>

---

122. Ibid., PP. 336, 349.

123. Ibid., P. 236.

124. Ibid., pp. 404, 405, 407.

The maximum number of books recommended for school libraries and for prizes would not exceed 500, but this list would be regarded as suggestive only and not exhaustive.<sup>125</sup>

Thus it is worth noticing that even in 1931 the position of the librarian was so high that he was included in the Bengal Text Book Committee. The minimum number of books recommended for library was 500, the figure which was obviously a very good number from the standpoint of the period we are studying.

The Code made provision for grant of an allowance of Rs. 20 per mensem as remuneration for the performance of duties connected with the supervision and care of the library in each of the forty Government high schools for boys in terms of Government Order No., 526, dated the 6th March 1930,<sup>126</sup> issued in connection with the scheme for the improvement of secondary education in Bengal. The library work was entrusted to a teacher in each high school, but in 1922-23 when the need for economy was urgent, it was found on examination that the library work done by these teachers was very light; hence the gradual abolition of the allowances was sanctioned in Government Order No. 3006 Edn., dated the 4th September 1924.<sup>127</sup> It was ascertained that teachers felt reluctance and faced considerable difficulty in doing the work of a librarian satisfactorily in addition to their teaching work.

Since the issue of that Government Order,<sup>128</sup> the library allowances of certain high schools were discontinued, while the teachers in charge of libraries of other schools enjoyed their allowances. The clerks of the High schools, who were instructed to do

---

125. Ibid., P. 518.

126. Ibid., P. 407.

127. Ibid., P. 518.

128. Ibid., P. 519.



The routine work connected with the library in addition to their ordinary clerical duties, received no extra remuneration.<sup>129</sup>

According to the Account Rules of the Code, the Head of Office was responsible for all funds with which his office had to deal in the course of official business. Library and Laboratory deposits (caution money) were the important funds.<sup>130</sup>

In Appendix B. the Code stated the Inspection notes for High and Middle schools Library. These were as follows:-

"(a) Is the Library accessible to the students ? (b) Is the Library allowance always spent ? (c) Is there a school reference library, a staff library ? Are there class libraries ? In what subjects are these libraries weak ? (d) Is there proper catalogue for the library ? Are there separate issue books for teachers and pupils ? Are the library books sufficiently used by (i) masters and (ii) boys, and (f) Are the library books used by outsiders".<sup>131</sup>

These inspection notes were very important and significant for proper use, management and development of the school libraries in the then Bengal, of which Bangladesh is a part.

It can be observed from the above analysis that the Bengal Education Code, 1921 is a valuable basic resource material for planning libraries in Bangladesh specially the college and school libraries. It dealt with almost all aspects of library administration and management.

---

129. Ibid., P.519. Director of Public Instruction's Circular No.39, dated the 23rd December 1926 filed in D.P.I. office, Calcutta, The scheme outlined in sub-paragraph (2) applies to Government High Schools for girls also.

130. Ibid., P.527.

131. Ibid., P.566.

The salient points of the Code from the standpoint of library development of schools and colleges are the rules for the management of libraries in government colleges and schools. They were very pragmatic in respect of the development of libraries in schools and colleges. The rules as per the Code for the supervision and control of government High School libraries were congenial and embodied the spirit for the development of libraries in schools. The Code emphasised the annual stock-taking to find out the rate of progress and or regress of collection and to assess the number of books lost. The library inspection rules of the Code were important points for judging the progress of the schools. The Code for the sake of greater reading facilities to students and teachers made the provision for the confinement of important reference, rare books and periodicals. Stressing the need for library development it emphasised the need for keeping records like library catalogue and library Loan Book. The internal form of this catalogue was not specifically mentioned. The Code did not provide or recommend for training or experience or qualifications of persons working in libraries. It provided for departmentation namely (1) Reference Library, (2) Teachers' Library and (3) Scholar's Library in the Secondary Schools only. By this the Code most probably meant three sections in the Secondary School Library. Teacher's Section in the Library meant the corner where books suitable for teachers were kept. 'Scholar's Library' in the Secondary School library was most probably the collection of standard books useful for scholarly study by teachers, students and local elites, stacked, stocked and organised in one exclusive corner of the Library. But such sections of secondary school Library were not suitable in the then Bengal from the socio-economic standpoint. It is regretted that the Code did not throw any light on the organisation and administration of university libraries of that time. The Code due to financial

difficulty during 1922-23 and light library work done by teacher librarian abolished the library allowance to teacher-librarians and made provision for School Library Committee. But the routine work of the library e.g. preparation and maintenance of catalogue was entrusted to the clerk. The library duties assigned to the clerk of the school destroyed the image and prestige of libraries in the eye of students, guardians and others in the then Bengal. The injurious effect of the legacy of the system is visible even today in the school libraries of Bangladesh. In most of the schools in this country one junior clerk is placed in charge of the school library at the cost of the loss of prestige and importance of the library and its services. In spite of shortcomings of the Code it must be admitted that it contained many important rules, routines and procedures for the development of Secondary School and college libraries. It created enough pressure upon the school and college authorities for the development of libraries but the result was not encouraging. It is a fact that provision of the Code were not fully implemented because of the Second World War and political and social unrest prevailing in the British India during 40s. It may be mentioned here that the government of Bangladesh has accepted the Code with modifications as the Education Code of Bangladesh.

#### Indian Statutory Commission, 1928. (Hartog Committee)

By 1928, many universities, colleges and schools, were started functioning and expanded both in quality and quantity. The govt. desired to estimate the effect of education on progress and character of the people and appointed Indian Statutory Commission(1928) (Hartog Committee).

As provided in section 84-A of the Government of India Act., 1919 a Commission was appointed in 1928 for the purpose of making

inquiry into the working of the system of government, the growth of education and the development of the representative institutions in British India and to report whether and to what extent it was desirable to establish the principle of responsible government. The appointment of the Commission was a great landmark not only in the constitutional history, but in the history of the growth of education in India. The Commission was mainly concerned with the education and its organisation in relation to political and constitutional conditions and potentialities.<sup>132</sup>

Conferred on them by Royal Warrant, to an Auxiliary Committee, presided over by Sir Philip Hartog, included other prominent educationists, British and Indian as named below:- (1) Sir Philip Hartog, Kt., C.I.E., Chairman (He was the first Vice-Chancellor of the Dacca University),<sup>133</sup> (2) Sir Amberst Selly Bigge Bart, K.C.B., (3) Sir Syed Sultan Ahmed, Kt., C.I.E., (4) Sir George Anderson, Kt., C.I.E., (5) Raja Narendra Nath, and (6) Mrs. Muthalakhshmi Reddi, M.L.C.

The Commission estimated the effects both in respect of performance and promise, firstly of mass education and secondly of higher education, on the life, capacity and character of the people of British India, in relation to political progress.<sup>134</sup>

The Hartog Committee recommended, that for "Retention of literacy acquired at the early age of ten or eleven... night schools, classes for women, lantern lectures, village libraries and so forth" ought to be established.<sup>135</sup>

---

132. Khan, Sanauallah. A History of Education in the Punjab, Vol. I, Lahore: Rai Sahib M. Gulab Sing and Sons, 1932, P. 183.

133. Rahim, M.A. History of the University of Dhaka, Dhaka: University of Dhaka, 1981, P. 26.

134. Ibid., P. 184.

135. Ibid., P. 188.

All the aforesaid reports paid emphasis upon the development of libraries in the educational institutions but they did not pay attention to the development of public and special libraries. So it can be said that the British period before 1947 was the period of academic library development. The need and opportunities for greater use of the library by students and teachers and respectable status of the librarian were the other most important features of library development reflected in the reports prior to 1947.

But the recommendations did not include some kind of standard in respect of academic qualifications and necessary training for the librarian. It is no denying the fact that due to lack of such training, academic and professional background, the power, position and status of the librarians of the university and colleges were not raised and improved in spite of so many recommendations made by the former Commission/Committees. Lack of mention of academic and professional standard of librarian in the reports were not corrected during Pakistan period and even after emergence of Bangladesh and even today a Professor of History is holding the post of the Librarian of the University of Dhaka though librarians with adequate qualifications and rich experience and training are seeking jobs elsewhere.

CHAPTER : FOUR  
POST PARTITION LIBRARY PLANNING

Central Education Division

Pakistan emerged as an independent state in the map of the world on the 14th August, 1947 with two wings namely West Pakistan and East Bengal. East Bengal was later renamed as East Pakistan, which is now called Bangladesh. At the time of Partition, Pakistan was an underdeveloped area even relative to some other Asian countries. The system of production, transportation, trade and consumption yielded a very low standard of living—most of the people living at or barely above the level of subsistence with little opportunity of education or economic advancement. The social services—education, health, housing and welfare were limited in quality as well as quantity. The numerous problems and pre-occupations of rudimentary economy were further complicated as a result of the Partition and the dislocations coming in its wake. From the standpoint of development, the major effects of Partition were the enormous upheaval that accompanied the transfer of some population, the disruption of trade and business, channels of communication, marketing, relationships and the pressing needs to establish new central and provincial Governments.

Despite its pre-occupation with the immediate effects of Partition, the government of Pakistan from the very outset realised the importance of development. Immediately after the Independence the Central Education Division was established by the Central Govt. of Pakistan to co-ordinate educational policies throughout Pakistan, to plan for educational development on a national basis and to offer

advice on a variety of problems referred to it.<sup>1</sup>

The problems which confronted the Education Division since it started functioning in Karachi in August, 1947 might conveniently be divided into (i) Immediate problems of organization and (ii) problems of long-time planning.<sup>2</sup> Division of libraries of the undivided India, establishment of an office of the Director of Archives and Libraries and division of assets of India Office Library in London<sup>3</sup> were listed as the immediate problems of organization with the Education Division.

The Central Education Division made long-time planning<sup>4</sup> for the establishment of Historical Records and Archives Commission, Central Museum and Library in Karachi and survey of Libraries, Museums, publishers and journals.

- 
1. Pakistan. Education Division. Six-year plan of Educational Development for Pakistan, Part I, Karachi: Manager, Government of Pakistan Press, 1951, p.I. See also Pakistan. National Planning Board. The First Five year Plan, 1955-60, Karachi: 1956, p.7.
  2. Pakistan. Education Division. Proceedings of the First Meeting of the Advisory Board of Education for Pakistan: Held at Karachi from 7th to 9th June, 1948. Appendix I, p.9. The central government set up the Advisory Board of Education to recommend appropriate means for solving problems of education. The first meeting of the Board was held in the committee room of Constituent Assembly Building, Karachi.
  3. Ibid., pp.9-10.
  4. Ibid., pp.II, 14, 31-41.

Libraries Committee

The Central Education Division set up Libraries Committee<sup>5</sup> for the division of libraries of the Govt. of undivided India. The appointment of this committee had link with the decision of the Partition Council which decided "...in the case of libraries at Delhi that the resources of all the departmental libraries should be pooled with those of Imperial Secretariat Library and steps taken to separate from the pool spare copies being made available to Pakistan Government. As regards libraries situated at places outside Delhi, it was decided that in places where more than one central government library existed, a consolidated list of books of which there were more than one copy in the libraries located in each place would be prepared and duplicate copies which could not be obtained in open market would be made available to the Pakistan government".<sup>6</sup>

To implement the above decisions, a Libraries Committee was set up in August 1947 consisting of one representative of the government of India and one of the govt. of Pakistan. But this Committee could not function owing to disturbances in Delhi. In consultation with the govt. of India, the Libraries Committee was revived by the Central Education Division of Pakistan. The govt. of Pakistan deputed one officer of the Education Division to represent them on the Committee. This officer was also empowered to deal with the question of the division of Archives as far as the Education Division was concerned.<sup>7</sup>

---

5. op.cit. 3.

6. Ibid.

7. Ibid., p.10.



The Central Education Division decided that one central Library at Karachi instead of a number of departmental libraries in each ministry ought to be established. It also decided to set up a combined office for Archives and Library under a single Director of Archives and Library. It also took steps to recruit suitably qualified officer for the post of Director. It also fixed that the main duties of this office would be to set up a central library in Karachi "containing among other for the requirements of various ministries of the government. It will also set up an Archive office which will serve as a repository of records of various Ministries of Government."<sup>8</sup>

The Central Education Division also took care for the division of India Office library in London. The assets of the India Office Library which included priceless cultural and historical relics, manuscripts, paintings and a library containing over 2 lakhs of books was a matter of great interest to the govt. of Pakistan. Immediately after the establishment of Pakistan, the British government set up a Fact-Finding Committee with which the govt. of India and Pakistan were associated. The Govt. of Pakistan sent a delegation consisting of Prof. A.S. Bokhari and Dr. I.H. Qureshi who were assisted by the Educational Attache in the office of the Pakistan High Commissioner in the United Kingdom.<sup>9</sup> The Committee's deliberations did not bring any fruitful result.

---

8. Ibid.

9. Ibid., p.9.

Years after years, the claim was pressed on the govt. of United Kingdom, although the reaction of the latter was understandably, rather mild, evasive and tardy. The conservative govt., when in power, disavowed any intention of relinquishing the library.<sup>10</sup>

In this respect we may note the undernoted British point of view enunciated by a body of eminent British Orientalists: (a) that it (the library) was founded by the East India Company at the turn of the 19th century...(b) that if the library is shifted from a central place, it would fail to attract scholars from all over the world.<sup>11</sup> Lord Beveridge, in a reasoned plea for the preservation of the Library in its present situation stated..."London Libraries are more accessible to the scholars of most countries that are likely to study the material, from Europe, from America, even from most of Africa. All serious learning is worldwide...Hardly any money could be put to better international use today than in maintaining and developing cultural links between the nations of the world".<sup>12</sup> The library should be preserved for world scholarship in general.

- 
10. Earl of Home. "The Future of India office Library. British point of view", quoted in the Indian Librarian and The Eastern Librarian, Vol. I, No. I, 1966, p.5.
  11. Khan. M.S., "The India Office Library: who owns it"? The Eastern Librarian, Vol. I, No. I, 1966, p.6.
  12. Beveridge (Lord). The Spectator, October 23, 1959, quoted in op.cit. 10.

One of the problems of long term planning with the Central Education Division was the constitution of the Historical Records and Archives Commission. On the basis of the resolution passed by the Educational Conference a Historical Records and Archives Commission for Pakistan with representatives of provincial and state governments, prominent Archivists and representatives of Pakistani universities as its members were set up by the Central Education Division to suggest ways and means of preserving all manuscripts, records and documents of historical and cultural interest, to advise the govt. on relevant matters etc.<sup>13</sup>

The second long term planning with it was the establishment of Central Museum and Library at Karachi. The Central Education Division fully realised the importance of a central Museum and Library. So in pursuance of the resolution of the Educational Conference, a committee consisting of Messrs. S. Suhrawardy, Q.M. Moneer and the Mayor of Karachi (Hakim M. Ahsan) was appointed by the Central Education Division to draw up a suitable scheme for the establishment in Karachi a Central Museum and Library. The Division also proposed to establish a central Museum in the near future.<sup>14</sup> Another most important long term planning of the Central Education Division was the nationwide survey of Libraries, Museum/Art galleries, Educational publishers and journals.

#### Library survey

The Central Education Division recognising the importance of educational and cultural information of Pakistan established an

---

13. op.cit. in 2, p.11.

14. Ibid., p. 14.

Educational Information Bureau<sup>15</sup> which in course of time was aimed to develop into a repository as well as a clearing house for all educational and cultural information about Pakistan. The Bureau felt the need for educational survey. The responsibility of survey was shouldered both by the provincial, the states and Central Education Division. The Educational Information Bureau drew up questionnaires<sup>16</sup> for collection of information about various types of educational and cultural institutions and organisations in Pakistan. It also drew up a questionnaire<sup>17</sup> as under for surveying the field of libraries.

"Questionnaire 'C'

Statements of particulars about libraries:-

1. Name of the Library
2. Address
3. Founder's name (if any)
4. Date of establishment
5. Scope of the library (whether Scientific, Literary, General, etc.).....
6. Nature of the library (whether private or official)....
7. Number of volumes.....
8. Number of journals and periodicals subscribed to.....
9. Extent of popularity of the library.....

---

15. Ibid., Appendix IV., p.22.

16. Ibid.

17. Ibid. Questionnaire 'C', p.31.

## 10. Staff:-

- 1.
- 2.
- 3.
- 4.

## 11. Finances (latest figures. Please mention the years for which the figures are given).....

(i) Sources of income:

(ii) Annual Grant for purchase of books:

(iii) Annual grant for purchase of periodicals.....

(iv) Special non-recurring grants (if any)

(v) Annual expenditure.

Signature of the Officer  
supplying the information

Designation."

It also drew questionnaires<sup>18</sup> for Museum/Art galleries; Questionnaire 'E'<sup>19</sup> for Educational publishers and Questionnaire 'F'<sup>20</sup> for journals.

Thus we find that organization and long term planning of libraries were started right in a fresh way from 1947, the year of Independence. Though the Central Education Division was fully occupied with finding out solutions to the problems created by the Partition of India e.g. education for the children of refugees, appointment of

---

18. Questionnaire 'D', p.22.

19. Ibid., Questionnaire 'E', p.23.

20. Ibid., Questionnaire 'F', p.24.

teachers due to the vacuum created by the migration of Hindu teachers etc., yet it paid attention to the organization of libraries and longterm planning of Central Library. The Division rightly felt the need of a Central Library in Karachi. But it forgot the problem of establishing a Central Library in Dacca, the then Provincial capital of the then East Bengal, later named East Pakistan and now called Bangladesh. It rightly followed the method of survey for collecting educational and cultural information of Pakistan including that of libraries, publishers, and journals. The methodology adopted was no doubt good. The questionnaire 'C' concerning the statement of particulars about libraries did not contain any question regarding the librarian of the library concerned.

The endeavour of the Central Education Division of the govt. of Pakistan for library planning and development is to be appreciated. But there was no planning mechanism which was urgently needed.

So to co-ordinate nation-building schemes and determine their priorities a Development Board, a Planning Board and an Economic Committee of the cabinet were set up as early as 1948. Later on the Ministry of Economic Affairs was established in 1949 to co-ordinate planning and economic activities of different ministries. A Six-Year Development Plan was prepared and was scheduled to go into effect from the middle of 1951. In order to execute the Six-Year Plan, the Govt. of Pakistan set up autonomous administrative machinery consisting of an Economic Council, the Planning Commission and a number of Sub-Commissions replacing earlier Development Board, the Planning Advisory Board and the Economic Committee of the cabinet.<sup>21</sup>

---

21. Pakistan. National Planning Board. The First Five-Year Plan: 1955-60, Karachi: 1958, p.7.

Towards the end of November 1947,<sup>22</sup> Mr. Fazlur Rahman, the then Minister of Education in the Central Government convened at Karachi a conference of leading educationists, officials and non-officials, to survey the existing and future opportunities in the educational field and to make adequate provision for them in the light of special requirements of Pakistan.

That was a time when the infant state was suffering from agony of its birth and its very existence was in jeopardy. After comprehensively reviewing the various aspects of education and problems arising from them, the conference laid down in broad outline certain basic policies and recommended the setting up of a number of co-ordinating and advisory agencies in different educational and cultural fields.<sup>23</sup> The Advisory Board of Education, the Inter-University Board and the Council of Technical Education met frequently to discuss problems of common interest and to recommend appropriate means for<sup>24</sup> solving them. They did a considerable amount of very useful spadework so essential for the planning of education on a national basis. The pre-occupation of the central, provincial and state Governments with grave problems arising from this very severe dislocation and damage caused by the Partition of India and the lack of statistical data were major obstacles in the delay of the formulation of a national plan.<sup>25</sup>

---

22. Ibid.

23. Pakistan. Education Division. Six-Year National Plan for Educational Development for Pakistan: Part I, Karachi: Manager of Publication, 1951, p.1.

24. Ibid.

25. Ibid., p.2.

Improvement in the financial condition of the central, provincial and state Govt. and the Six-Year Development Programme of Pakistan under Colombo Plan<sup>26</sup> (June 1951 to June 1957) made it imperative that an integrated and balanced programme of educational development should be drawn up without delay so that educational and economic development of Pakistan proceeded in a co-ordinated manner.

Accordingly in July 1951 Mr. Fazlur Rahman convened at Karachi a conference of provincial Education Ministers, Vice-Chancellors of Universities and Directors of Public Instruction where it was unanimously directed that the Education Division in the central Government should prepare in collaboration with provincial and state governments a comprehensive and integrated Six-year Development Plan based on practical and realisable targets in the various fields of education. The Plan was concerned with the quantitative and qualitative aspects of education.

The paucity of public libraries in the then Pakistan was reflected by the fact that there were only 23 Public Libraries. The Plan recommended for the establishment of 524 public libraries in the chapter entitled "Encouragement of Art and Cultural Activities".<sup>27</sup> The Plan further recommended for the establishment of 41 (18 in East Bengal) Public Libraries in the 2-year priority programme of 1951-53.<sup>28</sup> In considering the importance of libraries in education the plan recommended the opening of Diploma course in Librarianship in the University of Dhaka in the 2-year priority programme (1951-53) for the training of Librarians in the then East Bengal now Bangladesh.<sup>29</sup>

---

26. Vasudevan, A. The strategy of planning in India, Meerut: Meenakshi prakashan, 1970, p.4. "The plan...was no plan at all. It did not carry with it any basic philosophy of development...The plan was merely a desk-made set of programmes, unrelated to the needs and potentialities of different regions..."

27. Ibid., p.85.

28. Ibid., p.53.

29. Ibid., p.53.



The Government of the then East Pakistan laid the foundation of the East Pakistan Central Public Library (CPL) in Dacca in 1953. It was perhaps intended to be at the head of a Public Library System of the then province as its name signified. The Library opened its doors to the public in 1958.<sup>30</sup>

In 1953 again the then East Pakistan Government sanctioned a grant of Rs. 10,000/-each to fifteen public libraries at district headquarters. There were existing non-govt. libraries which required resuscitation and the grant was meant for that purpose. The money for the CPL as well as the district units came from the then central govt. under what was called Social Uplift Scheme.<sup>31</sup>

The Plan was nevertheless proved to be useful guide to the relative needs of the several phases and levels of education. Unfortunately it was not related to an overall plan for social and economic development based upon an economic analysis of resources. Consequently it could not serve as a concrete plan of action. It was prepared in absence of much essential information and many basic statistics. So it could not be based on a proper assessment of national resources-human, physical and financial. Furthermore, it was framed just before, and revised at the time of extreme economic fluctuation generated by the Korean War<sup>32</sup> and the subsequent changes.

---

30. Need for public library development, Dacca: EPLA, 1966, p.23.

31. Ibid.

32. Rees, David. Korea: The Limited war, London: Macmillan and Co., 1964, pages vary. See also Wint, Guy. What happened in Korea? A study of collective security, London: Batchworth Press, 1954. various pages.

It was flexible in many respects and was modified and expanded in course of years. Thus execution did not follow intended lines. By and large, development proceeded by fits and starts and some maladjustment appeared in the economy.

East Bengal Educational System Reconstruction Committee, 1952

While the Six-Year Development plan was on, the East Bengal Educational Reconstruction Committee submitted its report on 29th June 1951 which was published in 1952.

The Partition of Indian sub-continent and the consequent establishment of Pakistan as a free, democratic Islamic State caused big changes in the political, social, cultural and economic life of the country. Naturally very deep and wide feeling began to pervade over the country that the defective system of education implanted here by an alien Government called for a thorough overhaul and re-orientation suited to the ideals and aspiration of the people and the exigencies of the then time.<sup>33</sup> So the Government of East Bengal formed the East Bengal Educational System Reconstruction Committee (vide regulation No. 659 Edn. dated the 16th March 1949) to advise Government on the reconstruction of the then ill-balanced system of education of the then province, so as to make it more fitted to meet the new demands of the then new state.<sup>34</sup> The Committee was formed with<sup>17</sup> members.<sup>35</sup> Maulana Muhammad Akram Khan was the President of the Committee. Dr. Moazzam Hossain, Vice-Chancellor, Dhaka University was

---

33. East Bengal. Education Department. Report of the East Bengal Educational System Reconstruction Committee, Dacca. Superintendent Government Printing, East Bengal Government Press, 1952. p.1.

34. Ibid, p.1.

35. Ibid., pp. 1& 2.

one of the important members. The terms of reference of the Committee were to make recommendations to the Government on (i) "the courses of study for Pre-Primary, Primary and Secondary Education, (ii) best methods of Madrasha Education and of integrating the old Scheme, the Reformed Scheme and High School system of education into a composite whole, teaching Islam and its principles more as a way of life than as a mere set of dogmas and rituals; (iii) provisions for the minority communities who may want to have a system of education different from the one indicated under the foregoing clauses; (iv) the reorganisation of the present system of examination with a view to eliminating its defects and replacement by a better system which will lay greater emphasis on the proper study and understanding of the subject than on cramming; (v) the most suitable system of education for girls including the courses of study and the method of its supervision and control."<sup>36</sup>

The Committee prepared a set of questionnaire<sup>37</sup> which was circulated to more than 1,000 persons of different categories. The replies received to the questionnaire were summarised. The committee also took into consideration the replies to a questionnaire on Madrasah Education issued by the Director of Public Instruction, East Bengal in 1948.<sup>38</sup> The replies to this questionnaire were also summarised. The final report was submitted to the government of the then East Bengal on 29 June 1951.<sup>39</sup> The report was divided into seven parts

---

36. Ibid., p.2.

37. Ibid., pp. 1, 167-195.

38. Ibid., pp. 1,196-209.

39. Ibid., p.1.

with a list of recommendations. It covered Pre-Primary and Primary Education, Secondary Education, Madrasah Education, Education for Women, Education of the Minorities, Scheme of school Health service and examination.<sup>40</sup>

To deal effectively with various problems entrusted to the committee it formed several sub-committees and appointed new members and advisers. The sub-committees were (i) Questionnaire Drafting Sub-Committee. (ii) Pre-Primary and Primary Education sub-Committee, (iii) Secondary Education sub-committee. (iv) Madrasah Education sub-Committee, (v) Minority Education Sub-Committee, (vi) Examination sub-committee (vii) Women Education Sub-Committee.<sup>41</sup>

The Committee in order to make the Scheme of Reorganisation<sup>42</sup> of the Secondary Education successful suggested with emphasis the school Library. It was of the opinion that Library in School was essential. So it was stated-"It is of utmost importance for the success of the reorganised secondary education, that each school should have a good library for the use of pupils and teachers. This condition is so urgent that it should constitute an essential consideration in determining recognition of schools. The library should have latest books on all subjects. In this connection it should also be emphasised that a big library is not necessarily a good library. What the schools require is a well-planned library which is able to meet the peculiar needs of the school. This is another problem which will need systematic study".<sup>43</sup>

40. Ibid., Table of contents.

41. Ibid., pp. 5-10.

42. Ibid., pp. 78-92.

43. Ibid., p.95.

Here the Committee gave sufficient emphasis on Library-good library with latest books on all subjects. The Committee recommended that the Library must be well-planned to meet the peculiar needs of the school. The Committee was silent about library in Madrasah Education, education of the women and education of the minorities. Though the purpose of the Committee was the reconstruction of the Educational System of the then East Bengal, now Bangladesh, it took no measures or plan for the construction/reconstruction of the library system of the Primary school, Secondary school and Madrasahs. The questionnaire prepared by the Committee did not contain even a single question on libraries. It was further noticed that there was not a single question on libraries even in the questionnaire<sup>44</sup> prepared on Madrasah education, issued by the Director of Public Instruction, East Bengal (D.O. No. I M-7 G-48) in September, 1948.

After the Partition of India in 1947, it was the first official report for the reorganization of educational system in primary and secondary education for this part of land, now called Bangladesh. The Committee recognised the potentials of library in secondary education. But there was no planning machinery for the development of libraries. The report of the committee for the development of school libraries was not implemented.

A solution of country's basic economic problem—low per capita income, chronic food shortage, precarious balance of payment, and unbalanced economic structure called a more comprehensive expanded and coordinated approach to planning and development. So the government of Pakistan appointed the Planning Board in July, 1953 with the following terms of reference:

---

44. Ibid., pp. 196-209.

- "1. To review the development that has taken <sup>place</sup> since independence;
2. To assess the resources-material and human which can be made available for development during the next five years beginning April, 1954 (last changed to April, 1955);
3. To prepare a national plan of development based on the fullest possible utilisation of these resources for implementation in a period of 5 years from 1st April, 1955, as a step towards the attainment of the economic and social objectives of government's policy;
4. To make proposals regarding administrative machinery best calculated to assure the successful implementation of the plan, and
5. To make any other recommendation which in the opinion of the Board will contribute towards the success of the plan".<sup>45</sup>

#### Philosophy

The philosophy underlying the national plans of Pakistan was revealed in the following excerpt from the government resolution on the appointment of the Planning Board to formulate a plan of development with clear accent on the human and social values. "The economic and social objectives of the government's policy were to develop the resources of the country as rapidly as possible so as to promote the welfare of the people, provide adequate living standards and social services, secure social justice and equality of opportunity and aim at the widest and most equitable distribution of income and property".<sup>46</sup>

---

45. Pakistan. Education Division. Six-Year National Plan for Educational Development for Pakistan: Part I, Karachi: Manager of Publication, 1951, p.1.

46. Ibid.

The same philosophical concepts were reflected in the directive principles of Pakistan's Constitution, which came into force on March 23, 1956, requiring the state to endeavour to "secure the well-being of the people, irrespective of caste, creed, or race, by raising the standards of living of the common man by preventing the concentration of wealth and means of production and distribution in the hands of the few to the detriment of the interest of the common man, and by ensuring equitable adjustment of rights between employers and employees, and landlords and tenants; to provide for all citizens, within the available resources of the country, facilities for work and adequate livelihood with reasonable rest and leisure, to provide basic necessities of life, such as food, clothing, housing, education and medical relief, for all such citizens, irrespective of caste, creed or race, as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment; and to reduce disparity, to a reasonable limit, in the emoluments of persons in the various classes of service of Pakistan".<sup>47</sup>

The new Constitution of the Republic of Pakistan Part-II (March, 1962) in its "principles of Law-making and of Policy" further reinforced the same philosophy as the basis of government policy. These principles stressed the equality of all citizens and provided that "the well-being of the people irrespective of caste, creed or race shall be secured (a) by raising the standard of living of the

---

47. Pakistan. Ministry of Law. The constitution of the Islamic Republic of Pakistan, Karachi: Department of Films and publication, 1956, pp. 19-20. See also Newman, K.J. Essays on the constitution of Pakistan, Dacca: Pakistan co-operative Book Society, 1956, pp. 9-10.

common man, (b) by preventing undue concentration of wealth and means of production and distribution in the hands of the few, to the detriment of the interests of the common man, (c) by ensuring an equitable adjustment of rights between employers and employees and between landlords and tenants".<sup>48</sup> The values implicit in these statements of government policy and constitutional guarantees were reflected in Pakistan's Five-Year Plans. They also inspired the economic and social objectives of all the plans.

The draft First Five-Year Plan (1955-60) was prepared in the latter part of 1955 and published in May 1956. Following publication, comments were received from private and official sources; these were carefully considered and in many cases discussed thoroughly with those who offered them. The draft plan was revised in late 1956 and early 1957 to take account of the comments received and also to take account of the developments in the economy during the period since April 1955 when the plan period began. The revised plan was considered by the National Economic Council in February and April 1957 and approved by the Council on April 15, 1957 and published in May 1958.<sup>49</sup> The revised plan was designed to achieve the same fundamental objectives as was the draft plan.

The nation's sense of urgency for development, reflected in the government policy and the constitutional guarantees mentioned earlier, assumed a larger significance in the political context. The First Plan rightly pointed out: "Political independence has

---

48. Pakistan. Constitution of the Islamic Republic of Pakistan, Karachi: 1962, p.13. See also Mahmood, Sk. Shaukat. A study of the constitution of Pakistan, Lahore: Pakistan Law Times Publication 1962, pp. 16-24.

49. The First Five year plan (1955-60), Karachi: 1958, p.13.



created the demand as well as the opportunity to initiate a rapid process of social and economic change".<sup>50</sup> The enthusiasm and idealism displayed in the First Plan as also with other plans were matched by a sense of realism and rational approach. For example, equality "was not interpreted to mean equality of wealth or income. As long as nature endows us with unequal talents and merits, any attempt forcibly to establish an artificial equality is bound to fail and produce disastrous consequences for the economy. Equality stands for equality in the eye of law, in the eye of society, in the eye of State. Negatively, it connotes absence of discrimination of all kinds, It means the provision of opportunities in proper relation to talents and capabilities of each member so that no one lacks a chance to rise in life and each gets an opportunity to develop the best that he has in him".<sup>51</sup> The guiding consideration behind the First Five year plan was to create the maximum incentives, motivations, and opportunities for all concerned to contribute towards development. It stated "Our approach in all cases has been influenced by the contribution expected towards the development of human personality in a free society".<sup>52</sup>

The broad educational objectives during the First Plan period were stated as follows: (a) substantial improvement in the quality of primary, secondary, and college education; (b) a large expansion of facilities for education and training in the technical, vocational

---

50. Op. cit., 21, p.2.

51. Ibid., p.3. See also Pakistan. The Second Five Year Plan (1960-65), p.XIV.

52. Ibid., p.6.

and professional fields to provide the trained manpower needed in all sectors of the development programmes; and (c) opening of new schools as fast as resources permitted, especially in the relatively backward areas.<sup>53</sup>

#### The First Five Year Plan and Libraries

In a country like Pakistan where illiteracy reigned supreme, mass education was hardly possible without well-stocked and well-organised libraries. In view of the importance of libraries particularly in the field of education in an age of science and technology, there was the necessity of a network of library systems throughout the country. Systematic planning and vigorous implementation of the plan was thus necessary for bringing into being such a network.

While giving priority to education at all levels the Planning Board also considered the importance of libraries in colleges and Universities. It proposed that colleges would be improved during the plan period primarily through better training of staff and improvement of libraries. It was stated in the plan that "These needs must in general take priority over construction of new buildings, though in some cases the later are equally important".<sup>54</sup> The Plan recognised that there could not be development of colleges without the development of libraries. It pointed out the Board's understanding about the role of libraries in the higher education. It also emphasised that the development of libraries ought to take priority over the construction of new buildings. In similar spirit the Board pointed out that "as in the case of Colleges, ...the

---

53. Ibid., p.544.

54. Ibid., p.52.

first needs of the universities are to improve their staff, equipment, laboratories and libraries."<sup>55</sup> Here also the Board put priority to development of libraries over other aspects of university. In detailing the functions of Institutes in the universities it stated that one of the important function was the "provision of library facilities or the supplementing of the existing facilities. Observing the deplorable position of research and study in the then Pakistan, it was stated that "libraries did not provide adequate opportunities for research and study".<sup>57</sup> The Board again put emphasis in opening new libraries. It was further stated that the colleges and universities were the growing centres of cultural influence. So it was proposed that "they should widen their influence by opening their libraries and exhibits to the general public and by organising cultural activities for the benefit of surrounding community".<sup>58</sup> Thus it urged and charged the colleges and universities to open their libraries.

The Board encouraged private interests to promote and help cultural projects of all kinds. For the development of libraries it recommended the establishment of "endowments to support libraries."<sup>59</sup> Further it recommended a very important method of development of

---

55. Ibid., p. 194.

56. Ibid., p.576.

57. Pakistan. The First Five year Plan(1955-60), p.580.

58. Ibid., p.590.

59. Ibid., p. 588.

Libraries in college stating "Only colleges which satisfy reasonable high standard of library should be recognised for affiliation to the universities..."<sup>60</sup> Thus the colleges in order to be fit for affiliation had to maintain minimum desired standard of library services. This was a great pressure on the part of the colleges for the suitable development of libraries and library services for getting affiliation from the universities. This affiliation would be renewed according to the Report of the Board "on the basis of an inspection made not less frequently than every third year".<sup>61</sup> It also proposed the establishment of a "Committee on cultural affairs to foster intelligent interest in and patronage for this growing side of our national life".<sup>62</sup> A small fund was provided "to give continued support to libraries and other cultural centres."<sup>63</sup>

One of the special and unique feature of the Plan was that it recommended the establishment of village libraries for literacy education in the villages. It was stated "plans are being made to provide circulating libraries of primers and bulletins relating to the development of village life."<sup>64</sup> Thus we see that it not only proposed libraries for villages but also indicated the materials to be kept in these libraries according to the requirement of development of village life.

---

60. Ibid., p.573.

61. Ibid.

62. Ibid., p.588.

63. Ibid.

64. Ibid.

During the First Five Year Plan in 1957, the govt. of the then East Pakistan provided in their regular budget a sum of Rs. 2 lacs<sup>65</sup> for regular grants to non-govt. public libraries. It was decided that the following libraries would be benefitted by lump grants out of this provision:-

1. One library at each district headquarters. More than one in bigger towns such as Dacca, Chittagong and Rajshahi could be admitted.
2. One library at each of 37 sub-divisional headquarters excluding those towns which happened to be district too. These were small units although not in a working condition in all cases.
3. One library at each thana headquarters in the rural areas (356 in number) as and when units came up out of local initiative. Twenty five thanas only reported libraries and received grants.<sup>66</sup>

The Economic Committee of the cabinet in its meeting held on 3rd April, 1958 approved the scheme namely "Establishment of Mobile lending Libraries" for the then East Pakistan. The Scheme aimed at starting 60 centres of mobile lending libraries throughout the province. "Each centre will remain in charge of the circle officer who will arrange for despatch of boxes full of books to the president of the unions that lie within his jurisdiction. The president of the union in collaboration with the head of the institution of the highest grade in the locality shall distribute these books to students, teachers and other members of the reading public."<sup>67</sup> Rs. 3.33 (million) was sanctioned for it.<sup>68</sup> But no noticeable progress was noticed during the plan period.

65. The need for public Library Development, Dacca: East Pakistan Library Association, p.23.

66. Ibid., p.24.

67. Pakistan, Ministry of Economic Affairs. Development projects Progress of major schemes sanctioned by the Govt. of Pakistan as on 30.9.1958. Karachi: Manager, Government of Pakistan Press, 1959, p.155.

68. Ibid., p.192.

Pakistan's First Five Year Plan was generally well-received by the people of Pakistan. The Plan was generally commended for its statements of social objectives. It was an attempt to plan the economy within the then existing socio-economic framework. The planners hardly envisaged any radical and far reaching changes in the structure of the economy. This could easily be explained by the fact that it was the reactionary, feudal elements, which dominated and controlled the Pakistan Government at that time. Further, industry did not receive the attention that it deserved taking into account the general economic backwardness of Pakistan.

It must however be admitted that Pakistan's First Five Year Plan simply failed to achieve the objectives and targets that it set before the country. Firstly the Plan started late. Although it was scheduled to come into force from July 1955, it did not receive formal approval of the Government until 1957. For this Pakistan's ex-rulers were primarily to be blamed, being too busy with power politics and too insecure in power to evince any interest in long range planning. Secondly little or no attempt was made to win the goodwill and co-operation of the masses for the success of the Plan. Adequate spade work was not done and no proper publicity was given to the Plan. The result was that the Plan could not secure the willing and wholehearted cooperation of the people of Pakistan, for its successful implementation. Thirdly there were certain events and happenings which the planners had not anticipated, for example, adverse weather conditions. Fourthly the non-developmental expenditure of Pakistan govt. increased much beyond expectations. Fifthly the acute shortage of administrative talent and qualified technicians further held up the progress of the Plan.

The First Five Year Plan of Pakistan was prepared without the help of sufficient supporting data which are the raw materials for any kind of planning. Library survey which is pre-requisite for library planning was not done before planning. As such the planners could not identify the position and problems of libraries in Pakistan, and libraries did not get due and sufficient place in the plan period. But the planners recognised the importance of libraries in college and university education specially in research. It recommended the development of college and university libraries. But no plan for implementation was proposed. The planners did not think of the idea of network of libraries. It is surprising that the planners were completely silent about the National Library and library services. Whatever was stated on library development was not even comprehensive and detailed. The plan did not suggest as to how college and university libraries were to be improved. No mention was made about other categories of libraries viz. public and special<sup>70</sup>. The Plan did not materialise the philosophy behind the terms of reference of the government resolution of the appointment of Planning Board and the directive principles<sup>71</sup> of the Pakistan's Constitution which came into force on March 23, 1956. One of the terms of reference

---

69. Pakistan. Project Division. Development projects: Progress of Major Schemes sanctioned by govt. of Pakistan, Karachi: Manager, Govt. of Pakistan Press, 1959, p.2.

70. Mia, K.A.M. Shamsul Huda, "Survey of Government Planning of libraries" The Eastern Librarian, Vol.3 No.4, 1968, p.65.

71. Pakistan. Ministry of Law. The Constitution of the Islamic Republic of Pakistan, Karachi: Department of Films and Publications, 1956, pp. 19-20.

of the Planning Board was "to promote the welfare of the people"<sup>72</sup> which could not be developed due to lack of library development. One of the fundamental directions of the Pakistan Constitution of 1956 was to "provide basic necessities of life such as education..."<sup>73</sup> But lack of library facilities was the fundamental problem with the spread of education as desired in the Constitution.

The objectives including library development were not adequately fulfilled during the plan period. There were several reasons for this failure-political instability, absence of sustained endeavour, lack of imaginative approach to organizational problem requiring urgent solutions and non-observance of discipline of the Plan.<sup>74</sup> Furthermore, implementation was hampered by certain uncontrollable factors such as exceptionally unfavourable weather conditions and serious deterioration in the state of trade resulting in a substantial reduction of the resources available to the country. While the First Plan showed a clear awareness of the fact that economic development was a means to an end, namely "to provide richer and fuller life for the people" it did not indicate a similar awareness of the economic value of education. So the economic value of library development was not strongly emphasised.

---

72. Pakistan. The First Five Year Plan (1955-56), Karachi: 1950, p.1.

73. Pakistan. Ministry of Law. The Constitution of the Islamic Republic of Pakistan, Karachi: Department of Films and Publications, 1956. p.19.

74. Pakistan. Planning Commission. The Second Five-Year Plan(1960-65), Karachi: 1960. p. XIII.



Report of the Educational Reforms Commission: East Pakistan: 1957 and libraries

The First Five Year Plan though contained self-important educational development plan, education in Pakistan, specially in East Pakistan was in a state of about complete breakdown. The system of education which was prevailing in East Pakistan at that time was unsuitable from the socio-economic standpoint. The structure of education was hard hit by the Partition of India. Of the two wings of Pakistan, East Pakistan was worst hit due to the migration of majority of Hindu teachers to India. So the East Pakistan Government in order to build the educational structure formed the Educational Reforms Commission in 1957 in accordance with the Resolution No. 29-Edn. dated the 2nd January, 1957, of the Government of East Pakistan to advise the then Provincial Government on the reorganisation and reconstruction of the entire system of education. Partly owing to the time limit set by Government and partly due to considerations of utility the Commission issued a comparatively short Report embodying mainly their recommendations on various stages of education and avoiding explanatory essays as much as possible. The Commission issued questionnaire on the various aspects of the system of education and considered them before submitting their recommendations.

The Commission was constituted with the following:-

- 
75. Govt. of East Pakistan. Chief Minister's Secretariat. Report of the Educational Reforms Commission: East Pakistan 1957, Dhaka: Officer on Special Duty (Home Department), East Pakistan Govt. Press, 1957, p.1.

1. Chief Minister, East Pakistan-Chairman. Members: (2) Dr. Mahmood Hasan, Chairman, Public Service Commission, East Pakistan, (3) Dr.M.Q.Khuda, Director, Regional Laboratories, Dhaka, (4) Mr. Akhter Hameed Khan, Principal, Victoria College, Comilla, (5) Mr. Abu Lais, Retired Director of Public Instruction, Assam and Hony. Principal, Maulvibazar College, Sylhet, (6) Dr. Govinda Chandra Dev, Professor, Dacca University and (7) Director of Public Instruction, East Pakistan, Dacca, Member Secretary.<sup>76</sup>

The Commission held its first meeting in the house of the Chief Minister on February 2, 1957. In welcoming the members of the Commission the Chief Minister explained to them the objects of the Commission and requested them to exert their very best to outline a sound educational policy and evolve a system of education that would best suit the needs and the genius of the people of East Pakistan. He said: "Education in East Pakistan is faced with a dual problem. Quantitatively it is at its very beginning, having barely touched the fringe of the population. Mass literacy and mass education are the essential pre-conditions of a successful democracy. In supporting the extension of franchise in England, Disraeli said in 1870: 'We must educate our masters, i.e. the masses.'<sup>77</sup> This was more true in this country in 1957. Before independence, independent thinking was

---

76. Ibid. p.2.

77. Government of East Pakistan, Bureau of Educational Information and Statistics, Education Directorate. Chronology of growth of Education(1600-1966), Dhaka: East Pakistan Government Press, 1966, pp. 5,8,10 and 14.

not possible in the way that was desired in a democracy where an individual must form his independent judgment on all kinds of social and political issues and decide his own course of action. It is therefore, imperative that we change our attitude and course of action and endeavour to develop a system of education which will enable our younger generation to realise the true national ideal."<sup>78</sup>

As regards the method of education he said, "Our method of education was very faulty. It may be characterised as primarily theoretical and largely bookish. It does not evoke the scientific spirit, nor has it any relevance to the stark realities and social problems facing the country and the community".<sup>79</sup>

The Commission recognised the importance of libraries in education and stated "Libraries in educational institutions, along with laboratories are the converging points of academic activities. Guided as well as independent reading around the course of study encourage enquiry and widen outlook. Given free access to books on open shelves, books do not fail to stimulate reading for pleasure, for information and for knowledge".<sup>80</sup> The Committee made many recommendations<sup>81</sup> on many aspects of education and while making recommendations on Secondary Education, it emphasised the need and potential of School library in the following sentences: "Every secondary school

78. Government of East Pakistan. Chief Minister's Secretariat. Report of the Educational Reform Commission: East Pakistan, 1957, Dhaka: Officer on Special Duty (Home Department), East Pakistan Government Press, 1957, p.2.

79. Ibid.

80. Ibid., pp. 135-36.

81. Ibid., pp. 136-154.

should have a well-equipped library: class libraries and subject libraries should also be fully utilised. Trained librarians should be provided in all secondary schools and teachers should be given, as far as practicable, some training in the basic principles of library work in the Training Colleges as well as through refresher courses. The school libraries should, so far as possible, make their facilities available to the local public and every public library should have special section for younger people. Training Colleges should prepare a comprehensive list of books, both English and Bengali specially on education, suitable for secondary school libraries and a minimum essential standard be set forth for each school.

Suitable literature for the guidance and inspiration of teachers should be produced by the Directorate of Education and the Directorate should be adequately equipped for this purpose".<sup>82</sup> It further stated "...School libraries and public libraries should be made available to them for continuation education".<sup>83</sup>

While recommending for libraries in Colleges the commission stressed the need and development of college libraries and stated that "College libraries must have plenty of reading space and should be staffed by trained librarians. A course of training in library science should be organised for the colleges. Each department in a degree college should maintain a seminar library and reading room and participation in a certain number of seminar groups and discussions should be compulsory for all degree students".<sup>84</sup>

---

82. Ibid., p.41.

83. Ibid., p.12.

84. Ibid., p.41.

Thus the Commission recommended that both "the Schools and colleges should be helped for an all-around development of their libraries which should provide spacious readings rooms, liberal borrowing facilities and free access to the bulk of their collection and wherever possible school and college libraries may be strengthened and persuaded to give part-time public library service to the neighbourhood pending organisation of whole-time public library service".<sup>85</sup>

The Commission gave due emphasis to library training and said "Library training courses on a stable basis should be organised by the Universities which may be suitably helped for the purpose; short certificate and refresher courses should also be organised in co-operation with public libraries".<sup>86</sup> It further recommended "short courses of library training for teachers, arranged by competent authorities. Teachers trained in library management should be given special allowance for their additional work."<sup>87</sup>

Recognising the importance and need of professionally qualified librarian it recommended, "The old outlook that clerks should be placed in charge of libraries should be changed and professionally trained librarians should be given their due rank, emolument and social status. School Librarians with training both as teachers and librarians should receive suitable allowances in consideration of their qualifications. Adequate full-time and trained library staff,

---

85. Ibid., pp. 153-54.

86. Ibid.

87. Ibid., Part-I, p.29.

in keeping with the size of collection and clientele, should be available to schools and colleges along with expansion of their libraries".<sup>88</sup>

In order to provide reading facilities generally to adult literates and particularly to neo-literates<sup>89</sup> to save them from relapse the Commission recommended public library Legislation and thus stated that libraries should grow rapidly in the country-side. To ensure this a "suitable legislation making adoptive provisions for local levy or issue of bonds by duly constituted authorities should be passed as early as possible".<sup>90</sup> It also recommended "circulating libraries" for adult education.<sup>91</sup> The Commission recognised the importance of public library and stated that Public libraries with free access to all sections of people were regarded as the 'peoples' Universities'. They help education as a life-long process, provide useful recreation in the shape of pleasurable reading and service as centres of adult education (not literacy). They are regarded as institutions of informal education. Manned by people of sound educational background with a genuine love for books and flavour for good reading, public libraries can organise 'advisory' and 'information' services which stimulate the populace into reading for various purposes, e.g. for pleasure, for knowledge and for information about how to do, to make, repair, assemble, prepare, store,

---

88. Ibid., Op.Cit. 75. pp. 153-54.

89. India. Ministry of Education. Report of the Education Commission (1964-66) Education and National Development 1966, Delhi: General Manager, Govt. of India Press, pp.428-30.

90. Op.Cit. 75. p.154.

91. Op.Cit. 87. p.44.

conserve, sell, buy, calculate cost and so on. In short modern public libraries attempt to serve the people with literature and information touching the life of man at all points. The Commission observed that life in the present stage of man's growth as well as in its further progress, was dependent on a vast mass of human knowledge pooled in books now in such prolific production as to baffle all individual attempts, even very narrow subject-wise attempts, to keep pace with it.<sup>92</sup> So the Commission recommended that "Free public libraries and libraries in educational institutions must, be built up to work in concert for streamlining a democratic system of education".<sup>93</sup>

The Commission paid attention to the preparation of bibliography of educational materials and aids necessary for efficient instruction in primary schools. It also recommended the preparation of lists of juvenile literature for primary school children of different grades and annual supplies of additional books for children for each school out of the said lists.<sup>95</sup>

The Commission also considered the importance of special libraries and recommended that "arrangement be made either directly by government or by the Text Book Board for the purpose of making money loans to the publishers to improve the standard of book-illustrations".<sup>95</sup>

---

92. Op.Cit., 75. p.152.

93. Ibid., Op.Cit. I. p. 154.

94. Op.Cit., 87. p.15.

95. Ibid., p. 22.

It is no denying the fact that the Commission admitted the importance of libraries in educational institutions, the services of free public libraries as "people's universities", school and college libraries with liberal borrowing facilities, short and long term training courses in librarianship in the University level, respectable status of librarians in the society, libraries for the adult literates and particularly neo-literates and suitable library legislation.

It is noticeable from the Report that even twenty eight years back, educationists and experts in education stressed the indispensable and pressing need for establishment, development and reforms of libraries of all types—public, academic and special in the field of education in this country but it did not unfortunately mention anything regarding the role of libraries in university education. But it stressed the need for potentials of libraries in university education. Though the recommendations were valuable, these were not implemented partly due to lack of library development agency in the province at that time. Like other reports it also put forward the problems of library development and made suggestion for improvement. But it did not suggest the plan for implementation of the suggestion. Even if a minor portion of the above Report would be implemented there would not have so much degradation in all levels of education as it is today.

#### The Key Report (1957)

In spite of all the previous plans containing library development, the library situation in Pakistan was deplorable. The library development plans stated earlier were not so pragmatic as they ought



to have been. No library expert was included in the above plans for preparing plans/schemes. The govt. of Pakistan realising the importance of a comprehensive library development programme commissioned Mr.L.C. Key, an Australian Library expert for preparing an expert library development report for the whole of Pakistan.

In 1955 the first library expert was brought to the University of Peshawar Library under the Inter-College Exchange Programme.<sup>96</sup> In 1956 three foreign library experts came to Pakistan in one single year while one of them came under UNESCO's Technical Assistance Programme to set up the Pakistan National Scientific and Technical Documentation Centre (PANSDOC) at Karachi (opened in 1957),<sup>97</sup> the other two were commissioned to serve as advisers to the Government Libraries and to set up a National Information Centre at Liaquat National Library located at Karachi. One of these missions (e.g. the setting up of a National Information Centre) was premature since the Liaquat National Library was in its early stages of development and its services were greatly handicapped by the unsuitable quarters in which it was then housed. However, during Mr. J.C. Sharp's short stay of three months, he could accomplish the classification for the library. The library expert, L.C.Key<sup>98</sup> came under the Colombo Plan. He submitted a report entitled Report and proposals on the establishment of libraries and library services in Pakistan. Mr.Key was deputed by the

---

96. Siddiqui, Akhtar H. Library Resources of Pakistan, Karachi: p.24.

97. Ibid., p.22. Development of Scientific and Technical Libraries in Pakistan; proceedings of PANSDOC symposium (March 14-16, 1962), Karachi: PANSDOC, p.1.

98. Khan, A.M. Motahar Ali. "Present position of public libraries in Pakistan," The need for public library development, Dhaka: 1956. p.89.

Australian Govt. in 1955 in response to the request from the Govt. of Pakistan to serve for 12 months as Library consultant. He was attached to the Ministry of Education and was requested to work up on a comprehensive programme of Library development and reorganisation. His terms of office called for preparation of development plans for different types of libraries, to prescribe standard for recruitment, training, building and equipment.<sup>99</sup>

Mr. Key was able to submit his proposals which covered only 158 type-written foolscap pages. The report consisted of 8 parts. Part I was "Introduction", the second gave a general survey followed by an outline of proposals, and the remaining parts were devoted to the detailed proposals and recommendations regarding the improvement of various libraries, library education, and tables of finance involved.

Describing the scope and coverage of the Report, Mr. Key said, "This report deals with the adequacy or otherwise of the existing library structure of Pakistan against the back-ground of present and likely future requirements, and makes certain proposals for improvement and development".<sup>100</sup> He surveyed the needs and requirements of the then Pakistan as regards Libraries in a country undergoing overall development and felt that those diverse and important needs imposed a wide responsibility which could not be met by a single type of library and it called for an expertly organized and

---

99. Key, L.C. Report and proposals on the establishment of improvement of Library services in Pakistan, p.2.

100. Ibid., p.1.

directed system of libraries of different kinds and sizes, and with book collections, services, and staff adapted to the particular functions and clientele of each. He mentioned that the then existing libraries did not meet those requirements.

Mr. Key's survey can be summed up in this way. He found that the then national and provincial libraries were under-developed, no modern public library service was at all available, academic libraries were below the standard desirable in such organs of higher education, there was a critical scarcity of professional librarians competent to take charge of library policy, plan and service, and organize collections for the purpose, there was no library cooperation and was shortage of suitable building and equipment. He described the library situation then existing in Pakistan in these words: "The Liaquat National Library properly envisaged as a great National institution, at present exists as a nucleus only, inadequately housed, without proper staff, and unable to discharge its obligations to Government, scholarship, other libraries in Pakistan or the public. The National Assembly Library, still comparatively small, has been vigorously developed and admirably organised. The various Ministries have set up many libraries, some already relatively large but very uneven in staffing and efficiency. The Council for Scientific and Industrial Research is just beginning to build up its highly specialist libraries. All these libraries of the Central Government are at present isolated units each unaware of the others holdings and with frequent and unnecessary duplication of bookstock while some essential topics are neglected... Faced as it is with a virtually new library situation, Pakistan has a unique opportunity to adopt a policy of government library coordination, the absence of which in their own formative stage of library development is regretted in several of the

other advanced countries, which would produce a superior service yet permit overall financial savings...The university libraries...all need more trained professional staff in properly graded positions so that technical process may be improved, faulty past cataloguing corrected, current intake properly dealt with, arrears overtaken, and service to faculty and students put on a reasonable basis... College Libraries vary in size from 1,500 to nearly 50,000 volumes... almost invariably the books are on closed access (that is locked up, so that students are denied the opportunity to handle and use them freely), and the libraries remain open only during lecture hours... staffs are too small...and insufficiently trained..."public" Libraries despite the high motives of their founders, are now small and unsuitable collections locked up in usually depressing quarters, with only caretaker staff, offering little more than some newspapers and popular magazines to their few patrons and making no impression whatever on their communities".<sup>101</sup>

Summarizing the then prevailing conditions of the libraries he regarded the university libraries as "the most advanced group" which was comparatively well-staffed. But even that group was badly in need of more trained professional staff in properly graded positions in order to get technical processes improved, faulty past cataloguing corrected, current in-takes of materials properly dealt with, work arrears wiped out and service to the faculty and students put on a reasonable basis. Further, all the University Libraries had gaps in both monograph and periodical collections, and that those collections required expansion against the setting up of new faculties

---

101. Ibid., p.2.

and extension of research. Although many schools, both Govt. and private and particularly secondary schools, had libraries, yet in a great number of schools they were non-existent.<sup>102</sup>

The scheme proposed that the development of the Liaquat National library as the most important library in Pakistan to be placed under a Board of Trustees created by central legislation. The proposed national library thus established was to include the National Assembly Library and the Pakistan Secretariat Library as its branches. The other libraries included in the scheme were two provincial libraries, one in each the then province, supported with "adequate public funds for its maintenance".<sup>103</sup>

The scheme also proposed the establishment of six public libraries three in each province to serve as pilot libraries. The location of these libraries were proposed at Chittagong, Khulna and Rajshahi in the then East Pakistan and Hyderabad, Peshawar and Quetta in the then West Pakistan. All the six university libraries then existing in Pakistan were also part of this development plan, two (Dhaka and Panjab) were also to be the seats of the proposed library schools. Besides, ten colleges in each province were also to be develop<sup>ed</sup> under this scheme. The scheme proposed to set up high standards throughout as the libraries selected for development were to serve as models for the future development of libraries in Pakistan. The scheme also included a proposal for setting up a committee to supervise the

---

102. Ibid., pp. 4-5.

103. Ibid., p.5.

development of these libraries with a foreign expert as a project director to supervise the overall development.<sup>104</sup> Elsewhere in the Report, Key said, "Library cooperation rests, on the amply proved principle that no single library however large and well provided, can at all times and from its own resources satisfy all the legitimate demands that may be made upon it, and that the whole of the collections in the country should be regarded as a single pool of book resources available under suitable conditions to any user".<sup>105</sup> But observing the ways and means of library cooperation<sup>106</sup> in the light of this statement, Mr. Key pointed out that there had till then been no cooperation between libraries in Pakistan. He regarded the better trained and better qualified librarians in sufficient number as the most urgent need for improvement of libraries in Pakistan. To him it was fundamental to the whole matter than more books or new buildings. But after comparing the actual position with the needs of the hour he could not help grading the personnel position as "unsatisfactory".<sup>107</sup>

Mr. Key observed low salaries and absence of career prospects as the main causes underlying the depressed library situation. He further observed that able and ambitious persons tended

---

104. Ibid., pp. 10-19, 143.

105. Ibid., p.143.

106. Mohammad Abu Syed. "Public Libraries in East Pakistan-III", The Eastern Librarian, Vol. III, No. 2, 1968, p.62.

107. Op.Cit. 4. p.143.

to avoid library service, or leave it when opportunity arose, and the one who remained after found himself curiously without status, the servant of all and the equal to none, sometimes unconsulted even on policy matters affecting his own library. No body but Mr. Key could depict so vividly the then prevailing miserable plight of librarians. Anyhow, he suggested that in order to attract and hold able and professionally trained men and women needed to sustain a worthy development programme, it would be necessary to set new standards in recruitment, provide full time training facilities of professional standard, adopt new salary structures, and assure librarians of status in the community equivalent to other professional works.

He stressed on the need of proper legislation<sup>108</sup> which, apart from other things, should establish the principle that public library service is for all people on a basis of free and equal access.

Thus summarising his proposals it can be said that he wanted the Government of Pakistan: '(i) to develop immediately the Liaquat National Library which, as the national library, must become the greatest in the country, so that it could begin to function. Mr. Key suggested in detail the significant functions to be performed by the National Library when it was in a state of full operation; (ii) to develop the East Pakistan Central Public Library and to establish its counterpart Provincial Library in West Pakistan; (iii) to set up six public libraries at Chittagong, Khulna, Rajshahi, Hyderabad, Peshawar, and Quetta; (iv) to seek improvement of all the university

---

108. Ahmad Husain, "Need for Public Library Legislation", In: Need for public library development, Dhaka: EPLA, 1966, p. 62.

libraries and (v) to make provisions for training within Pakistan of professional librarians to staff new libraries and establishment of two library ~~scholl~~ schools, one each in Dacca, and Lahore, conducting full-time post Graduate one-year professional courses up to the standard of those in the U.K. or in U.S.A. universities. He recommended that the schools be attached to the universities of Dacca and the Punjab respectively with a full-time Director for each.<sup>109</sup>

He put forward very valuable, and extensive proposals covering almost all the important aspects of the libraries and librarianship. His treatment throughout is expert and realistic. His most important contribution was a four-year comprehensive plan for the overall development of library services including special provisions for national, provincial, and public libraries, the establishment of library schools, and a scheme of fellowship and scholarships for advanced professional studies. But his Report submitted in 1956, did not recommend a total system of library services fully covering the whole of Pakistan, instead, proposed an integrated scheme for library development involving thirty-six libraries and two library schools to be developed over a period of four years.

At the first sight it would seem that the document which was prepared twenty seven years back, have lost its significance and lustre. But a perusal of the document would inspire us to remind of the recommendation of the Report, which were made in our own interest and which if were acted upon, even partially, might have changed our library situation. Muhammad Abu Syed said "though professed to be a

---

109. Op. Cit. 4. p.145.



comprehensive scheme the Key Report provided a short run and most practicable plan for library development (perhaps in view of limited resources at the disposal of the government) but could indeed provide a basis of the elaborate and countrywide system for the future.<sup>110</sup>

He further said that the proposal made in the report were in line with the recommendations of the 1955 UNESCO Seminar<sup>111</sup> held in Delhi on the development of public libraries in South East Asia. The Report nevertheless held a very significant position in the library development of the Indo-Bangladesh-Pakistan subcontinent.

The Report was submitted to the Govt. at a time when no national library association was in existence, the Pakistan Bibliographical Working Group was not concerned with library development. In addition, no unanimous support was forthcoming. There was also some opposition to these Proposals. In the beginning, the then Secretary of Finance, Mr. Mumtaz Hasan was reported to have expressed his concern that an important opportunity was being lost, which this scheme provided, to start the library development in the country. The only comment on the Key proposal in print is that of Late Dr. Abdul Moid, who wrote in 1958: "It is too early to say anything about this scheme. But apparently, there is nothing new which the Pakistan librarians have not touched. As a matter of fact some of the points raised in his scheme were already in the process of implementation, before his

---

110. Muhammad Abu Syed. "Public Libraries in East Pakistan", The Eastern Librarian, Vol. II, No. 3, 1968, pp. 28-29.

111. Report of the UNESCO Seminar on the Development of Public Libraries in South East Asia held in Delhi, 1955. Recommendation. Pages varies.

arrival.<sup>112</sup> It was true that the Key report did not include anything new which was not being discussed in the then Pakistan. Rather the strength of his Report laid in the very fact that it selected most of the then existing libraries for development as models. The marked difference,<sup>113</sup> according to Abdul Aziz Khan was in the approach between the plans formulated before Key's arrival in the country and the plan of Key himself. He said, "Moid suggests a comprehensive system of libraries whereas Key contained his plan within a limit of 36 libraries to be located where there is clear need." The Key report, submerged under the file of the Government, at long last influenced the thinking of the librarians in Pakistan. The Pakistan Library Association founded in 1957, took up his unfinished work when it began a campaign for a model Public library to serve as a demonstration for the future development of Public libraries in the country.<sup>114</sup>

However it can be said that in spite of having flaws, gaps and lack of comprehension, the Key Report which was never made public was a valuable basic document produced for the development of libraries in undivided Pakistan.

In subsequent library development programmes in Pakistan the influence of Key Report was noticeable either directly or indirectly in the First Five Year Plan, 1955-60 and the Second Five Year Plan and so on.

---

112. Abdul Moid. "Library Services in Pakistan", Pakistan Library Review, I, (March, 1958), p.9.

113. Abdul Aziz Khan. "Library and Society in Pakistan" (unpublished paper), Karachi: p. 100.

114. Ibid., p. 101 .

FIRST FIVE YEAR PLAN AND THE KEY REPORT

The First Five Year Plan (1955-60) provided a "small fund" for libraries and expressed its belief that the community should be encouraged to give adequate support to them and other cultural activities. "These" the planners thought "are the traditional methods of cultural promotion all over the world and might well be emulated in this country".<sup>115</sup> The community did not emulate the examples in an appreciable manner except in some isolated cases.

Private munificence in the post-independence years did not embrace field.<sup>116</sup> It is a fact that the Key Report was a basis for a practicable plan for library development in the then Pakistan. The First Five year plan took careful note of Key's Report in planning library development in the country.

The establishment of EPCPL and libraries at three Divisional Headquarter for which provisions were made in the FFYP were also proposed in Key Report.<sup>117</sup>

---

115. Pakistan National Planning Board. First Five Year Plan: (1955-60), Karachi: Manager of Publication, 1960, p.588.

116. Many schools, colleges, hospitals and mosques have been established by the philanthropic individuals but there is not a single library of any type which was established by anyone in Bangladesh.

117. Money for the EPCPL came from the Central Govt. under what was called the Social Uplift scheme.

It appears that Second Five Year Plan also took note of the recommendations in the Key Report<sup>118</sup> and recognised the need for expansion of library facilities in both wings of the country. The establishment of Library at Chittagong and Khulna which was recommended by the SFYP<sup>119</sup> was also proposed by L.C.Key.

Commission on National Education(1959) and libraries

Although the political situation of Pakistan right from 1947 was full of chaos and confusion, it reached the climax in 1958 when Field Martial Mohammad Ayub Khan declared Martial Law and took over power. He formed several Commissions for development in different fields. Of them the most important and related with this study are Commission on National Education and Scientific Commission which were published in 1959.

With the attainment of national self-determination, the hopes, aspiration and energies of millions of people had to be re-directed into new channels for building a strong and prosperous state.<sup>120</sup> In such a task education was clearly of prime importance. But in the

---

118. Mohammad Abu Syed. "Public Libraries in East Pakistan-post-independence scene and state efforts," The Eastern Librarian, Vol. II, No.3, 1968, pp.28-29.

119. Pakistan, Planning Commission. Second Five Year Plan (1960-65), Karachi: Manager of Publications, 1965, pp. 121, 248-49. See also Pakistan. Planning Commission. Revised List of schemes included in the Second Five Year Plan, Karachi: Manager, Govt. of Pakistan Press, 1961, p. 39.

120. Pakistan. Ministry of Education. Achievement in Education: 1958-1964, Karachi: Central Bureau of Education, p.3.

field of education, the new state had inherited grave problems. The then educational system was by tradition bookish, theoretical and classical, a system in which all forms of practical skills were looked down upon, and the sciences and technologies comparatively neglected. The bulk of the population was very largely illiterate.<sup>121</sup>

During ten years following Independence, some efforts were made to effect improvements in the educational system. But success achieved was limited. It was found impossible to change many of the old prejudices that dominated educational thought. Successive governments found themselves unable to give adequate resources or any degree of priority to education in their development plans.<sup>122</sup>

In the beginning of the year 1958 the social and political situation of Pakistan was very uncertain and unstable and the economic conditions of the country deteriorated. When Martial Law was declared in Pakistan on October 7, 1958 abrogating the constitution and the established political process, the coup was hailed by its supporters as a revolution, a break with the past and the beginning of a new era.<sup>123</sup> The Karachi daily Dawn welcomed the "peaceful revolution" as an "answer from heaven",<sup>124</sup> and marvelled as a "sane revolution" that brought forth "a complete change of both system and regime..."

---

121. Ibid.

122. Ibid.

123. Jahan, Rounaq. Pakistan: Failure in national integration, Dhaka: Oxford University Press and University Press Limited, 1977, p.51.

124. Editorial, Dawn (Karachi), October 7, 1958.

without any strife or bitterness.<sup>125</sup> Ayub himself always called the military coup a "revolution".<sup>126</sup>

The military takeover in Pakistan was neither a revolution nor a revolutionary coup, however, instead it was a classic case of "reforms coup" as defined by Samuel P. Huntington.<sup>127</sup> One of the first action of the government was to appoint a Commission on National Education. This action was destined to be very important in the reform and development of education in Pakistan.<sup>128</sup>

The Resolution No. F. 16-9/58-E.III dated 30th December 1958 issued by the Ministry of Education in establishing the Commission on National Education stated that "Whereas the existing educational system of Pakistan is not adequate to meet the needs and requirements of the nation, it has become necessary to set up a competent body to review, in consonance with the aspiration of the people and the socio-economic structure of the country, the educational system and to recommend appropriate measures for its reorientation and reorganisation for the purpose of ensuring an integrated and balanced development of education in various stages".<sup>129</sup>

125. Editorial, Ibid., October 12, 1958.

126. Mohammad Ayub Khan, Friends not Masters, Karachi: O.U.P., 1967, p.6.

127. Huntington, S.P. "Patterns of violence in world politics", In: Changing Patterns of Military politics, pp.32-40: According to Huntington (p.33), in a reforms coup "a combination of military and civilian groups siezes power intending to make reforms in the political, economic and social structure. They usually do make some reforms, though they do not instigate a convulsive revolutionary process".

128. Op.Cit., 120, p.4.

129. Pakistan. Ministry of Education. Report of the Commission on National Educations: 1959, Karachi: Manager, Government of Pakistan Press, 1961, p.347.

The Commission was formed with the following:<sup>130</sup>

1. Mr.S.M.Sharif, Education Secretary, Govt. of West Pakistan- Chairman, (2) Dr. Raziuddin Siddiqui, Member, Atomic Energy Commission, (3) Col. M.K. Afridi, Vice-Chancellor, Peshawar University, (4) Mr. B.A. Hashmi, Vice-Chancellor, Karachi University, (5) Dr. Mumtazuddin Ahmed, Vice-Chancellor, University of Rajshahi, (6) Mr.A.F.M.Abdul Haq, President, Secondary Board of Education, Dacca, (7) Professor Atwar Husain, Dacca University, (8) Dr.A.Rashid, Principal Engineering College, Dacca, (9) Dr.R.U.Ewing, Former Christian College, Lahore, (10) Col. Mohammad Khan, Director of Army Education (Representatives of the Defence Services), and (11) Brig. S.Hamid Shah, Director of Organisation, G.H.Q. The primary task of the Commission was to suggest reorientation and reorganisation of the educational system:-(i) to develop among the people a sense of public duty, patriotism and national solidarity and to inculcate among them the habits of industry, integrity and devotion to service, (ii) to provide facilities for the development of talent and to produce men of character and ability required for the development of the country in different fields, (iii) to introduce modern methods of selection for determining intelligence and aptitudes, (iv) to examine the role of education in the community and suggest measures which may enable the universities, colleges and schools to fulfil this role effectively, (v) to consider whether educational institutions in Pakistan are adequately equipped with men and materials...(vi) to examine the standards of teaching and research in educational institutions and suggest measures to raise them to the highest possible

---

130. Ibid.

levels, (vii) to examine the financial needs of educational institutions and suggest appropriate means for providing for these needs, consistent with the resources of the country.<sup>131</sup>

There were 33 terms of reference of the Commission which covered University education, Professional education, Secondary education, primary education, adult education, physical education, military training and religious education.<sup>132</sup>

Objectives of the Educational system:

The following were, according to the Report of the Commission, some of the objectives of education:-

"1. Education system must provide for trained manpower, educated citizenry and competent leadership; (2) It should meet the individual and collective needs and aspirations of the people of the country; (3) The moral and spiritual values of Islam combined with the freedom, integrity and strength of Pakistan should be the ideology which inspires our educational system; (4) It must cultivate the sense of unity and nationhood among the people of the two wings of Pakistan; (5) Education is a public investment in economic development; (6) Energies of manpower which is the creator of national wealth should be released and enriched with the skills and training necessary in a modern complex society; (7) The concepts of spiritual and moral values, of nation building, of scientific development, of enlightened citizenship and of public service, according to the view of the Commission, should guide the educational system".<sup>133</sup>

---

131. Ibid., pp.347-348.

132. Ibid., pp.348-349.

133. Ibid., pp. 10-13.



The Commission, was well conscious of the role of libraries in education. It was stated that "if colleges and universities have poor staff, if class-rooms, laboratories and libraries are poor, the nation itself will remain poor".<sup>134</sup> The above statement showed that libraries were given such a position which was the deciding factor of the development or undevelopment of the country. Thus in recognising the role of libraries in college and university education, it was further stated "higher education can not function without two particular kinds of equipment and the fact that both are at present in short supply gives special cause for concern. One is books and libraries, which are the raw material of scholarship; the other is scientific equipment and laboratories."<sup>135</sup> Thus the Commission observed the short supply of books and libraries in Pakistan. This short supply of books and libraries was the "special cause for concern"<sup>136</sup> for the Commission. Libraries were very limited considered from the standpoint of need. These libraries were short of books, and the stocks they had, the Commission surveyed, were "in many cases seriously out of date".<sup>137</sup>

The Commission believed that library was "at the very heart of the idea of the university, and that the books with which it is stocked, the librarians who serve it and the kind of use which the students make of it should reveal the extent to which it is discharging its real functions as a powerhouse of learning".<sup>138</sup> Thus "discharging" the

---

134. op.cit., 129, p.16.

135. Ibid., p.40.

136. Ibid.

137. Ibid.

138. Ibid.

"real functions" of the university "as a powerhouse of learning" according to the Commission, would depend upon 'books' with which university library was stocked, the quality and service of the librarian, and the kind of use which students made of the library. The Commission commented that libraries in Pakistan languished because of "the tendency to think of education as the memorisation of textbooks and notes".<sup>139</sup>

The Commission also remarked that the "use made of the library will depend largely on the extent to which teachers, particularly in tutorials, is able to stimulate and guide the reading of his students"<sup>140</sup>. It repented that students could not appreciate the true value of books unless they had ready access to them, were encouraged to move freely among them, were allowed to handle and consult them to decide which were most appropriate for detailed study.<sup>141</sup>

The Commission circulated a questionnaire embodying 203 questions for surveying the field. The question No. 118 in the secondary education reads like: "118.(i) What is the function of a library in the secondary programme? Is this function being performed efficiently? (ii) Are existing facilities for library services adequate? If not, how should they be improved? (iii) How can the teachers and students be encouraged to make more use of the library".<sup>142</sup> The above questions showed that the Commission intended to collect information about the condition of the school libraries.

---

139. Ibid.

140. Ibid.

141. Ibid.

142. Ibid., p.352.

The Commission then recommended the following:- '(1). Every college and university should have a library, large enough and open long enough to act as a work-room where all students are able to study privately during off periods and outside college hours.(2) Library should be the measuring rod of the success of the university in discharging its real functions as a powerhouse of learning. (3) The annual appropriations for the purchase of books should be increased. (4) Persons selecting books for the library must be highly selective in their choice. Teachers who are upto date in their subjects and willing to spend time and efforts in advising the librarian in the best use of resources which will always be limited should be required in book selection.(5) Teachers should stimulate and guide the reading of students in libraries. They should constantly recommend Particular books or chapters of books, and to take his students to the library. (6) Open shelf system be introduced. In the case of scarce and expensive book the Commission recommended that a formula must be devised which will make even scarce and expensive books readily available to meet the genuine requirements of students .(7) Teachers should use the library more frequently to set an example and to raise their tone'.<sup>143</sup> The Commission also recommended for the establishment of (8) Text-book libraries in schools from which text-books might be loaned to the students for the term or the academic year. This library was important for saving of parents money and to ensure that every pupil in the class got the required text books. This arrangement could be financed either by having a funded text book fee, payable along with the tuition fee, based on the average

---

143. Ibid., p.40.

cost of books to the pupils of the class in question or by requiring the students to deposit the cost of the book issued to them with a refund at the end of the terms according to the conditions of the book, returned. In either case students should have to pay the cost of damage or loss.<sup>144</sup>

It was a matter of hopes that even in 1959 the Commission paid some attention in identifying the problems of library development in Pakistan. But it did not go deep into the problem. It pointed out in short, only some broad problems in a nutshell. It was apparent from the fact that none of the members of the Commission was at all trained in librarianship. No librarian was taken as member of the commission.

While examining the recommendations we felt frustrated. In the volume of 360 pages, only some sentences on development of libraries could be found. The Commission did not cover many important problems like documentation, bibliography, union catalogue, library cooperation, qualification of the librarian etc. It did not suggest any standard for the development of libraries.

Moreover the Commission's Report suffered from contradictions. In the section of Higher Education it stated "...if libraries are poor, the nation itself will remain poor." Again it stated "library is at the very heart of the idea of the university". But it is surprising to note that in the questionnaire containing 203 questions there was not a single question concerning university and college libraries. As a result the Commission could not gather any informa-

---

144. Ibid., p. 306.

tion pertaining to the position and problems of the university and college libraries. Whatever was written on libraries was probably written out of the common-sense of the members of the Commission. There was only one question in the questionnaire on libraries in the secondary school. But the question was as vague as possible. Hillway told questions "ought to be aimed at obtaining factual data, rather than opinions, impressions or estimates".<sup>145</sup>

Though the question was on secondary school library, no discussion was made on secondary school library not to speak of any recommendation on it. The Commission did not define how school library could be the academic heart of the school. It did not specify and identify the implementation machinery. It also did not spell out the requirements of high school library in terms of accommodation, furniture, grant of books, staff etc.<sup>146</sup> The Report did not say anything about book service to primary schools. The Commission totally avoided the subject, library education. Though the Commission paid emphasis upon engineering, technical and agricultural education, it was silent about the development of special libraries. What was most noticeable was that in the directives and thirty three terms of references, stated before, which were set for guiding the members of the Commission in making recommendation, there was not a single

---

145. Hillway, Tyrus. Introduction to Research, Second ed. Boston: Houghton Mifflin Company, 1964, p. 202. See also Good, Carter V. and Scates, Douglas W. Methods of Research: Educational, Psychological, Sociological, New York: Appleton-Century-Crofts, 1954, pp. 615-616.

146. East Pakistan Library Development Committee (1969) Report, (unpublished), p.5.

sentence concerning libraries and librarianship though it was repeatedly stated that libraries were the heart of the educational institutions. Moreover directives, objects of education and terms of reference of the Commission were not properly reflected in its library development Plans.

However the regime of Field Marshal Mohammad Ayub Khan was called "Decade of Development".<sup>147</sup> The most gratifying achievement of President Ayub was that his govt. laid a foundation on which the state would be firmly built. New directions were set in line with the needs of the modern time and in due course new energies were released into increasingly productive channels. Alongwith the development of education the necessity of libraries were felt, problems of library development were identified and incentive for overall development of libraries in all stages were created in the minds of the educated, social scientists, politicians etc.

Pakistan Scientific Commission, 1959

The next Commission for reforms set up by the then regime headed by Field Marshal Mohammad Ayub Khan, N.Pk.H.J., President of Pakistan was on science.<sup>148</sup> It was appointed in pursuance of the cabinet decision embodied in the Government of Pakistan's Notification No. S.R.O. 63(K) dated 30th January, 1960.<sup>149</sup> with the following terms of reference:

---

147. Pakistan. Economic Affairs Division, Decade of Development: Facts through Figures, Karachi: Central Statistical Office, 1968, pp.1-65. See also University of Dhaka-1958-68, Dacca: The Brochure Committee, 1968, pp.1,8,14,15. Twenty years of Pakistan 1947-67, Karachi: Pakistan Publication, 1967, pp.425-26.  
Aga M.Ghouse ed. Pakistan in the Development Decade: Problems and performance-Proceedings of the Third Economic Development Seminar, Lahore: The Economic Development Seminar, 1968, pp.1-406

1. "To consider how best scientific research, which at present is disjointed and scattered, can be promoted and integrated. (2) To consider ways and means for providing adequate facilities to the various research organization of the country and ensuring the utilization of the results of their researches for the overall development of the country. (3) To consider the ways and means of making scientific career attractive and comparable in future prospects in respect of emoluments and status to other services of equal national importance".<sup>150</sup>

The following were the members<sup>151</sup> of the Commission who were assisted by eminent scientists from foreign countries:

1. Mr. Abdul Kashem Khan, Minister for Industries -Chairman.  
 (2) Mr. G. Ahmed, Chairman, Planning Commission. (3) Mr. S. .Sharif, Educational Adviser and Secretary, Ministry of Education. (4) Col. Ziaur Rahman, Controller of Inspection and Technical Development, G.H.Q. Rawalpindi. (5) Dr. S. Siddiqui, Director, Pakistan Council of Scientific and Industrial Research (PCSIR). (6) Prof. Abdus Salam, F.R.S., Professor of Applied Mathematics, Imperial College of Science and Technology, London. (7) Dr. Raziuddin Siddiqui, Ex-Member, Atomic Energy Commission. (8) Ch. Mohd. Afzal, Agricultural Development

---

148. Twenty years of Pakistan, Karachi: Pakistan Publications, 1967, p.432.

149. Pakistan. Ministry of Industries. Report of the Scientific Commission of Pakistan, Karachi: 1960, p.1.

150. Ibid.

151. Ibid., p.72.

Commissioner, Pakistan. (9) Dr. M.O. Ghani, Agriculture Commissioner, East Pakistan (10) Dr.S. Heāayetullah, formerly Agricultural Liaison Officer, Govt. of Pakistan in Dacca. (11) Dr. Qudrat-i-Khuda, Director, East Regional Laboratories, PCSIR, Dacca. (12) Dr. A.K.M.A. Wahed, Director-General, Health Services, East Pakistan. (13) Mian Nasir Ahmed, Secretary, Ministry of Industries. (14) Dr.I.H.Usmani, Member, Atomic Energy Commission - Member-Secretary. The Commission was directed to submit its report and recommendations within six months from the date it started functioning. It was further ordered that the "resolution be published in the Gazette of Pakistan and be given retrospective effect from 1st August, 1959". 152

While inaugurating the Commission the President of Pakistan during the course of his address observed, "in his efforts to master nature man...has undergone three important revolutions: the first was the Agricultural revolution...the Second was the Industrial Revolution...The third is the Scientific Revolution of the present century which has not only led to a reappraisal of all values of life, material and spiritual but has brought man nearer his goal of mastery of nature".<sup>153</sup> He went on saying"...the scientific Revolution has not even hit us. We are just beginning to feel its impact and sooner we realize the benefits of its all-pervading influences, the better. As a result of the Revolution, science has emerged almost as a faith on which societies are being built. "<sup>154</sup>

---

152. Ibid., p.73. (Gazette Notification No. T.S.11-22(11)/59).

153. op.cit. 1.

154. Ibid., pp. 74-78.



The Commission circulated among individuals, institutions and heads of laboratories, a comprehensive questionnaire with 47 questions. 1,250 copies of the questionnaire were issued, out of which 484 were received duly answered. In the questionnaire there were the following questions concerning libraries: "Q.40. Has the institution a good library of scientific books ? Does it have standard books on the different subjects concerned together with latest edition ? Do facilities exist for a reading room ? Q. 41. Does the institution get scientific journals and periodicals regularly ? If not what is the difficulty ? Are back numbers available ? Please give a list of journals subscribed for and those received on a complimentary basis. (Please attach the list of journals on a separate sheet...) Q. 42. What is the annual budget of the institution for books and journals ? Q. 43. Does the institution publish any journal of its own ? If so, please give name and frequency of publication".<sup>155</sup>

The Commission also invited eminent scientists of the United States, the United Kingdom, Canada, Australia and Japan, who participated in the deliberations of the Commission as external members.<sup>156</sup> The following scientists joined the Commission and their visits were arranged under Colombo Plan: (1) Professor A.V. Hill, F.R.S., (Research Associate, University College, London (Physiology) (formerly Research Professor of the Royal Society), United Kingdom. (3) Dr.F.T. Rosser (Vice-President, Administration, National Research Council,

---

155. Ibid., pp.74-78.

156. Ibid., p.78.

Ottawa), Canada. (4) Mr. F.G. Nicholls (Research Secretary, Commonwealth Scientific and Industrial Research Organization, Melbourne), Australia. (5) Dr. Sakuji Komagata (formerly, Chairman, Japan Atomic Energy Institute), Japan.<sup>157</sup>

The Commission visited educational institutions, research institutes and laboratories in both the wings of the country. It also collected evidence by interviewing people connected with scientific activities and scientific education at different levels.<sup>158</sup> The following Institutes<sup>159</sup> and Departments of East Pakistan were visited by the Scientific Commission on different dates: 4.12.59. Dacca University and Science Departments. 4.12.59. Agriculture Research Institute, Dacca, Jute Research Institute, Dacca. 6.12.59. East Regional Laboratories, Pakistan Council for Scientific and Industrial Research, Dacca. 7.12.59. Forest Research Institute, Chittagong, Medical College, Chittagong 8.12.59. Dacca Medical College, Malaria Institute of Pakistan, Dacca. East Pakistan Public Health Laboratories, Dacca.

The following persons from East Pakistan were interviewed by the Commission on different dates:

Dacca 4.12.59.

- (1) Mr. Justice Hamoodur Rahman, Vice-Chancellor, Dacca University
- (2) Dr. Innas Ali, Head, Department of Physics, Dacca University.
- (3) Dr. M.H. Khundaker, Head, Department of Chemistry, Dacca University.

157. Ibid., pp.2,89,90.

158. Ibid.

159. Ibid., pp.89-90.

- (4) Dr. K. Ahmed, Head, Department of Bio-Chemistry, Dacca University.  
 (5) Dr. A.M.Chowdhury, Reader in Physics, Dacca University.  
 (6) Prof. Majeed Ahmed, Head, Department of Botany, Dacca University.

5.12.59.

- (10) Dr. A Rahman, Professor of Physiology, Dacca University.  
 (11) Dr.M.Ibrahim, Professor of Clinical Medicine, Dacca Medical College, Dacca.  
 (12) Mr.S.Rahman, Chief Engineer, Govt. of East Pakistan, Dacca.<sup>160</sup>

The Commission took stock of the existing situation and sounded informed public opinion through questionnaire and direct interviews held all over the country. The recommendations then made by the Commission included the following:

(i) an agricultural research council, (ii) a medical research council, (iii) a council for scientific and industrial research, (iv) an atomic energy council, (v) a council for water and irrigation research, and (vi) a separate organization for defence research.

The councils established institutes and laboratories for investigation and research on specific problems of importance, maintained liaison with universities, and built science museums and libraries. It further recommended that the "universities to be given generous grants-capital grants for... libraries and workshops and recurring grants for maintenance and expansion of facilities for teaching and research.(2) that total expenditure of at least one per cent of gross national product to be allowed to financing the activities of the council and the universities (3) that Scientific

---

160. Ibid., p.93.

literature of all kinds to be allowed to be freely imported by universities, research council and other scientific agencies".<sup>161</sup> Government accepted the soundness of these recommendations and implemented many of them.

To bridge the gap between research and development, it recommended the establishment of branches of the Pakistan National Scientific and Technical Documentation Centre (PANSDOC) at Dacca and Lahore.<sup>162</sup>

#### Scientific Commission and Libraries

The Commission recognising the importance of the role of libraries in research stated that as the universities are the only institutions which can provide a team of scientists for the various educational, scientific and industrial organization, it is necessary that the research side of the universities be developed to the utmost and "topmost priority be given to the establishment of well-equipped laboratories, libraries..."<sup>163</sup> Here we find that the Commission gave topmost priority in the establishment of well-equipped libraries for the science Departments of the Universities. The Commission observed that the absence of well-equipped libraries hampered research in the universities.<sup>164</sup>

#### Equipment, Books and Journals

The Commission observed that "with regard to technical equipment, books and journals the position in the universities is appalling..."

---

161. Ibid., p.59.

162. Pakistan. Twenty years of Pakistan, Karachi: Pakistan publication, 1967, pp.460-61.

163. op.cit. 2. p.13.

164. Ibid., p.14.

Everywhere there was acute shortage of books, periodicals and scientific journals and libraries, which are the very life of an institution. They were out of date and poor. In all universities, without exception, important scientific journals had not been imported for the scientific libraries since 1954-55. Enthusiastic scientific workers here and there had imported a few journals on their own up to a limit of Rs. 150 per year permissible under the import regulation and some depended upon foreign friend".<sup>165</sup> Thus it fully recognised the importance of journals in the field of research in the then Pakistan and recommended for "foreign exchange allocation direct to each university on an annual basis for the import of essential requirements of libraries".<sup>166</sup>

The Commission in the chapter VIII-"Facilities and Resources for Research" remarked that "no strategy for the promotion of scientific effort can succeed without adequate facilities for research.<sup>167</sup> Library facilities and services are pre-requisite for every research". The Commission noticed a woeful lack of up-to-date scientific books and technical journals in the libraries of universities and other scientific establishments.<sup>168</sup> It suggested that the most important way to achieve contact with scientific workers in other countries was through books, journals and other scientific publications. Maintenance of up-to-date libraries through a regular flow of scientific literature was all the more imperative in a country like the then

---

165. Ibid., p.15.

166. Ibid.

167. Ibid., p.17.

168. Ibid., p.62.

Pakistan where personal contacts with international scientists were rather limited. Books were as much of a basic need for scientific work as any piece of equipment and the cost was comparatively so low that a good-sized library could be stocked with books and journals for a year in less than the cost of many a high-priced physical apparatus.<sup>169</sup> So it expressed the view that universities, selected departments and the research council would be granted Individual General Licence (I.G.L) without any risk of abuse or danger to the foreign exchange position of the country. For the libraries of the research council, it also recommended (a) inter-library loans of books and journals, (b) procurement and preparation of micro-films and photocopies of published papers and documents, (c) preparation of bibliographies on specific subjects, (d) translation into English of important scientific papers and (e) provision of contact lists, i.e. list of scientists in different countries working on problems of interest to Pakistan.<sup>170</sup>

It stated that the programme of maintenance of libraries, or such other centralised services as mentioned above, could not succeed unless we had a corps of well trained librarians in the country... But the pay scales of librarians and assistant librarians were so low that these careers did not attract good talent from the universities.<sup>171</sup> So it suggested "training of librarians and translators within the country and... attractive pay scales and emoluments to qualified and well-trained librarians".<sup>172</sup> It also recommended that

---

169. Ibid.

170. Ibid., p.63.

171. Ibid.

172. Ibid.

Pakistan National Scientific and Technical Documentation Centre (PANSDOC) should establish branches at Lahore and Dacca.<sup>173</sup>

The Scientific Commission Report of 1960 was a valuable report for the promotion and study of science in the then Pakistan. It paid special attention to scientific research and finding out ways and means for providing adequate facilities to the various research organizations of the country and ensuring utilization of the results of research for the overall development of the country. In order to achieve its targets, the Commission very rightly pointed out and emphasised the vital force of research i.e. development of libraries. Libraries, specially special libraries including science libraries were undeveloped in the then Pakistan and as such, the Commission observed that research, specially research in science could not progress. Hence it recommended that top-most priority should be given to the development of libraries. Here lies the greatest success of the Commission. Even before or after this Commission Report, no Commission/Project/Committee/Plan for library development did recommend "top-most"<sup>174</sup> priority in the development of libraries. This was the most important aspect of the Commission so far it was considered from the standpoint of library development. It also recommended well-equipped libraries, mere establishment of libraries was not ~~enough~~ enough; they must be well-equipped with men, materials etc. for greater service to the clientele. The Commission rightly pointed out the importance of upto-date or current journals which were the primary source of research for the development of scientific research in Pakistan. Books on science must be of recent edition.

---

173. Ibid., p.65.

174. Ibid., p.13.

So the Commission, to facilitate the import of important journals and books recommended grants of foreign exchange allocation "direct to each university on an annual basis"<sup>175</sup> and "Individual General Licences (I.G.L.) without any risk of abuse or danger to the foreign exchange position of the country".<sup>176</sup> For libraries of the research council the Commission recommended in addition (a) inter-library loans of books and journals, (b) procurement and preparation of micro-films and photocopies of published papers and documents, (c) preparation of bibliographies on specific subjects and (d) provision of contact list i.e., list of scientists in different countries working on problems of interest to Pakistan. It was also recommended that the scope of UNESCO coupon be extended to all the research councils. Another fundamental feature of the Report was that it recommended for well-trained librarians in the country enjoying attractive pay scale and emoluments.<sup>177</sup>

The points suggested were definitely very important but they lacked analysis. The word "Top-most" priority required analysis and elaboration. Inter-library loans of books and journals is a matter of sound planning. Its execution is a matter of great complication specially for the undeveloped country like the then Pakistan. The Commission could expand the idea. Procurement of scientific journals, books of recent edition, grant of financial allocation, inter-library loan, micro-films and photo-copies of published documents, preparation of bibliographies, training of librarian and good pay scale for

---

175. Ibid., p.20.

176. Ibid., p.64.

177. Ibid., p.63.



librarians are no doubt important points for the development of libraries but these are not all. Many more points like lending facilities, reference services, nature of library education, technical services etc. were ignored. The Commission visited many important places, persons, teachers, administrators and scientists. But it did not visit the then important libraries and librarians. Unfortunately no one trained in librarianship was included in the Commission. In spite of all these lapses and shortcomings, the report is no doubt an important document, helpful for the library planners for all times to come.

Development of libraries as reflected in Pakistan's  
Second Five-Year Plan (1960-65)

The result of the First Five Year Plan specially from the standpoint of library development was almost unsatisfactory as the Plan failed to be executed for the reasons stated earlier. The Govt. collected materials for library development from different sources i.e. Key Report, Scientific Commission Report, Report on National Education etc. The importance and fields of library development were focussed to the govt. through all the aforesaid Reports. The Planning authority incorporated many library development programmes including many of those stated in the above Commission Reports into the Second Five Year Plan.

The social and economic objectives of Pakistan's Second Five-Year Plan (1960-65) was inspired by the some philosophy and basic values as those of the First Plan, as already mentioned.<sup>178</sup> The statements of government policy and constitutional guarantees were refle-

---

178. Pakistan. Planning Board. The First Five Year Plan (1955-60), pp.1-6.

cted and reiterated in the Second plan in the following words: "The nation aspires to a standard of living for all its people as high as it can be achieved with the resources available to it: equitable distribution of wealth; education for all in accordance with their talents; victory over diseases; adequate facilities for transport and communications..."<sup>179</sup> The Second Plan was better designed and technically a superior instrument. Of course, it had the advantage of drawing conclusions on the experience of the First Plan. Furthermore, it was launched in a much more favourable climate with better financial backing. What was especially remarkable was that it showed insight into the various aspects of human resource development and assigned to education a much more important role in over-all development than had been envisaged in the First Plan. The priority assigned to education in the Second Plan was considerably higher than the First Plan, both quantitatively and qualitatively. Quantitatively, the share of education was raised from 6.2 per cent of the total plan allocation in the First Plan to 7.7 per cent.<sup>180</sup> in the Second Plan.

Specifically, three dominant strains ran through the Second Plan. First, the stubborn problem of agricultural production was to be attacked vigorously; the aim was to achieve a breakthrough in agriculture. Second, the aim was to push ahead with industrial development by encouraging private enterprise in all practicable ways and by

---

179. Pakistan. Planning Commission. The Second Five Year Plan (1960-65), p.1.

180. This declined to 4 per cent, however, because the total Plan allocation was raised subsequently to 24,000 million ruppes (from 19,000 million rupees), whereas the allocation for education rose to only 1,050 million rupees (from 990 million originally specified).

freeing the economy from superfluous restraints. And third, education at all levels was to be expanded and advanced as fast as required institutions and personnel could be provided.

Another notable feature of the Second Plan was the effort made at the unified organic growth of the various sectors based on the recognition of their interrelationship. The Plan very rightly stressed: "Economic and human aspects of the Plan programmes are interdependent. Productivity is affected by conditions of health, education and welfare among the workers and their families".<sup>181</sup> It also placed great emphasis on the need to relate the human resources programme to long-range perspectives and goals--of particular significance to education. As it was stated in the Plan itself: "The Second Plan has, therefore, to be viewed in the broad perspective of long-term growth of the economy. It is proposed to double the existing level of national income in the Fourth Plan period, and to quadruple it in the Sixth Plan period. Adherence to this growth necessitated a rate of growth of 20% in the Third Plan period and 30% during the Fourth and Fifth Plan periods. The Second Plan, accordingly, aimed at increasing the national income by 20%."<sup>182</sup>

The importance attached to the long-range goals as stated in the government policy and constitutional guarantees was also evident in the Second Plan which had a single underlying purpose: to advance the country as far as possible within the next five years, along the road of these long-range objectives.<sup>183</sup>

---

181. Pakistan. Planning Commission. The Second Five-Year Plan(1960-65), Karachi: 1960, p.330.

182. Ibid., p.4.

183. Ibid., p.1.

The goals of development represented the values which inspired the people and sustained them in their struggle for freedom. The obligation to establish these values in the life of the people was therefore primary. The same idea was reflected in the Second Five Year Plan in the following words: "The awakening aspirations of the people are exerting strong pressures on the existing economic and social order..."<sup>184</sup>

The enthusiasm and idealism displayed in the Second Plan were also matched by a sense of realism and rational approach. The Plan stroke a note of realism in its very preface: "No doctrinaire assumptions underlie the plan, and neither an exclusively capitalist nor an exclusively socialist economy is postulated. The approach throughout is pragmatic".<sup>185</sup>

The Plan like the First one was equally emphatic in creating the maximum incentives, motivations and opportunities for all concerned to contribute towards development: "By every means at its disposal, the nation must endeavour to create the conditions, opportunities and incentives by which individuals can develop their capacities, strive for higher levels of fulfilment and participate fully in economic and social life".<sup>186</sup>

#### The Second Five Year Plan and Libraries

The Second Five Year Plan unlike the First Plan paid emphasis upon special library services including reference services, inter-

184. Ibid., p.XIV.

185. Ibid., p. XIII.

186. Ibid., p.329.

library loans, union list and catalogue, cooperative bibliographical work and training of special librarian. Thus it was stated in the Plan that "Development of special library services is essential to support research... This service should be accompanied by the pooling of reference materials through inter-library loans, Union lists and catalogues and cooperative bibliographical work. By these means the informational resources of individual agencies can be greatly augmented. International reference service are increasingly available to assist the trained special librarian. As special libraries are developed, the need for a central catalogue will become more pressing."<sup>187</sup>

The planners observed the deplorable condition of the then college and university libraries and they paid close attention for their development. As such it was stated in the Report that "Particular emphasis has been placed upon the improvement of existing colleges and universities. In East Pakistan, five govt. and 28 non-govt colleges will be strengthened by providing them with additional laboratories for science instruction, libraries and books, equipment, study rooms for teachers and additional staff."<sup>188</sup>

The Second Plan like the First one recommended the development of high standard of education and provision of encouragement and facilities for research in universities. So "to develop a high standard of instruction and to encourage and facilitate research at the universities, the Plan envisages the construction of libraries, laboratories, study rooms for teachers and other essential building at the universities".<sup>189</sup>

---

187. Ibid.

188. Ibid., p.348.

189. Ibid.

The planners observing the inadequate financial support in the past for the development of libraries recommended liberal financial provision. Thus in the section, "promotion of art, culture and sports" it was stated that as literary, artistic, and cultural activities did not receive adequate financial support in the past and therefore languished, the Plan 'proposed to promote and accelerate these activities by making liberal financial provisions for them. In the then East Pakistan, the programme included two public libraries at Chittagong and Khulna and a number of mobile lending libraries. In addition, the activities of the Central Public Library at Dacca was to be expanded. In West Pakistan the Plan provided for the establishment of libraries, museums, including science museums and three cultural centres, in addition to the existing centre at Shah Abdul Latifabad.<sup>190</sup>

In the same section in para 38 it was further stated that because of the great educational effectiveness of libraries, the plan envisaged "the expansion of the activities of the central government Directorate of Archives and Libraries...Endowments to support... libraries should be established...It is necessary to establish a National Book Trust for undertaking the large scale publication of books needed for scholars as well as the general reader. Import of books should be freed from restriction, although a check on the import of cheap trashy publications should be exercised..."<sup>191</sup> The Plan thus recommended for the expansion of the central government Directorate of Archives and Libraries. It further recommended endowment to support

---

190. Ibid., p.351.

191. Ibid.

libraries and National Book Trust and withdrawal of restriction on import of books.

Both the Plans were well designed. In many of its technical characteristics and also in its approach to the role of education in development, the Second Plan made great advances and bore evidence of insight and technical skill in the design of programmes in the different sectors of development. Pakistan's Second Plan was assessed by a distinguished British economist educator as "a realistic and expert one, reflecting the spirit and efficiency of the new government"<sup>192</sup> ...Each part of the plan is costed in terms of skill as well as in terms of finance".<sup>193</sup> The Second Plan's chapter on manpower and education in relation to economic growth was "a masterly survey of the problems of manpower training in relation to economic growth..."<sup>194</sup>

#### East Pakistan Programme-Public Sector

List of schemes<sup>195</sup> included in the Second Five Year Plan (1960-65) were:

	<u>Plan allocation</u>	<u>Foreign Exchange component</u>	<u>On going/New</u>
1. Improvement of central public Library.	0.91	0.25	New
2. Establishment of two more public Libraries (Ctg. and Khulna)	1.03	0.20	Do
3. Improvement of 15 district libraries.	0.27	0.03	Do
4. Establishment of mobile lending libraries.	0.23.	....	Do

192. Vaizey, John. The Economics of Education, London: Faber and Faber, 1962, p.143.

193. Ibid.

194. Ibid.

195. Pakistan Planning Commission, List of Schemes included in the Second Five Year Plan (1960-65), Karachi: Manager, Government of Pakistan Press, 1960, p.33.

West Pakistan Programme:

List of schemes<sup>196</sup> included in the Second Five Year Plan were:

	Plan allocation	Foreign Exchange Component	On going/ New
1. Improvement of building of 20 degree colleges (study rooms, libraries and laboratories)	7.50	1.50	New
2. Grants in-aid for improving the buildings of non-govt. Degree colleges out of the existing ones (study room, libraries...)	2.50	0.50	Do
3. Improvement of libraries and reading rooms in govt. colleges.	1.60	0.60	Do
4. Improvement of libraries and reading rooms of non-Govt. Degree colleges.	0.50	0.20	Do
5. Establishment <sup>197</sup> of National Libraries (1st phase)	1.00	0.79	Do

List of schemes<sup>198</sup> for the central Govt. were:-

National Book Centre.	0.02	-	Do
-----------------------	------	---	----

196. Ibid., pp.72-73.

197. Along with economic disparity, library disparity was also visible. There was no proposal for the establishment of the same in the then East Pakistan.

198. Ibid., p.103.



Revised List of schemes<sup>199</sup> included in the second Five Year Plan (1960-65) for East Pakistan-Public Sector, were:-

	Revised plan allocation	Foreign Exchange component	On going/New
1. Improvement of central public Library.	0.90	0.47	New
2. Establishment of two libraries at Chittagong and Khulna.	1.52	0.30	Do
3. Improvement of 15 district libraries.	0.27	0.03	Do
4. Establishment of mobile lending libraries.	0.32	0.09	Do

The Revised list of schemes<sup>200</sup> for West Pakistan during the Second Five Year Plan was:-

1. Establishment of Museum	1.26	0.16	New
2. Establishment of National Libraries (1st Phase)	1.00	0.26	Do

199. Pakistan. Planning Commission, Revised list of schemes included in the Second Five Year Plan (1960-65), Karachi: Government of Pakistan Press, 1961. p.39.

200. Ibid., p.81.

The revised list of schemes<sup>201</sup> of the central government was as follows:-

	Revised plan allo- cation	Foreign Exchange component	On going/New
1. National Book Centre.	0.24	0.17	New
2. Liaquat National Library	2.25	0.41	Do
3. National Archives of Pakistan	1.28	0.67	Do

The Development programme<sup>202</sup> from 1st July 1960 to 30 June 1961 for the then East Pakistan was as follows:-

	<u>Total cost</u>	<u>Provision for 1960-61.</u>
1. Improvement of 15 district libraries	0.350 million	0.020
2. Establishment of Public Libraries at Ctg. and Khulna.	2.000 million	0.600 million
3. Further improvement of CPL.	1.000 million	0.200 million

West Pakistan<sup>203</sup>

(i) Library grants to Govt. colleges	1.400 million	.50 million.
(ii) Provision of Library and reading rooms in govt. college for woman, Lyallpur.		.099 million
(iii) Library grants to non-govt. colleges.	.700 million	

201. Ibid., p.112.

202. Pakistan. Planning Commission. Development Programme (1st July 1960-30th June 1961) as approved by the Economic Council, June 1960, p.42.

203. Ibid.

During the Second Five Year period the following schemes were finally launched<sup>204</sup> in East Pakistan.

<u>The Scheme</u>	<u>Cost involved</u>
1. Two govt. public libraries at Chittagong and Khulna.	Rs. 20.00 Lacs
2. Improvement of 15 district (non-government) libraries	Rs. 3.50 lacs.
3. Establishment of 60 mobile lending libraries.	Rs. 3.20 lacs.
4. Improvement of the CPL	Rs. 10.00 lacs.

The first three schemes<sup>205</sup> were implemented but the fourth remained unimplemented, because in 1962 the site and building of the CPL went out to the Dacca University. It was decided that the C.P.L. would be rehabilitated elsewhere. So a rehabilitation scheme<sup>206</sup> at an estimated cost of Rs. 24, Lacs was approved for implementation during the 2nd plan period. The expansion scheme (No IV) merged into the Rehabilitation Scheme of CPL, which unfortunately remained unimplemented too and was carried over to the 3rd Plan. Meanwhile the CPL continued to function in its former building by arrangement with the Dacca University.

---

204. Proceedings of the Seminar, Dacca: East Pakistan Library Association and the British Council, 1966, p.24.

205. Ibid.

206. Ibid.

The following Govt. grants-in-aid per annum (each) were available to non-govt. libraries in East Pakistan.<sup>207</sup>

	Non-recurring	Recurring
District libraries	Around Rs. 4,000	Rs. 2,000/-
Sub-Divisional libraries	Around Rs. 2,000	Rs. nil
Thana libraries	Around Rs. 1,000	nil
Rural libraries	Around Rs. 600	nil.

Other sources of their income were subscription, donation, discretionary grant from local officers, aid from municipalities, District and Union Councils.

Thus from the above it can be summarised that (i) Growth of non Govt. libraries were very slow. Development was uneven as the units were not centrally planned but grew in an unplanned manner out of local efforts. (ii) Growth in the rural areas was slower and remained so, as long as capital grant for initial costs of building, furniture etc. was not granted. (iii) Watchfulness on the part of local officers was not sufficient to ensure better maintenance and proper functioning. (iv) Philanthropic help was not forthcoming; (v) Energetic propagation of the public library ideas was lacking.<sup>208</sup> (vi) Mobile book boxes tended to stagnate. Activisation of school libraries was also lacking.

The Plan recognised the importance of special libraries. It mentioned the need for improvement of libraries in order to render reference services for study and research. Improvement of college and university libraries in East Pakistan now Bangladesh received

---

207. Ibid., p.26.

208. Ibid., 27.

attention. But in view of necessities, the amount of attention paid to the development of special, college and University libraries was not enough. The Commission was absolutely silent about other types of libraries. Unfortunately there was hardly any visible and significant progress in library development during the two Plan periods. Persons interested in Library development therefore waited with hopes and aspirations for the Third Five Year Plan which was published in June, 1965.

#### Commission of Students Problems and Welfare(1965)

The Martial Law was promulgated in Pakistan in 1958 in order to bring down political crises and tension and to improve law and order situation. To improve the standard and pattern of education, the Report of Commission on National Education was prepared and partly implemented. Though there were many good elements in the Report, the students community, inspired and instigated by politicians, revolted firstly against the Report and consequently against the govt. When this revolt in both the wings of the country exploded the President appointed the Commission on Students Problems and Welfare to bring down students unrest and solve their problems.

The Commission on National Education set up by the Govt. of Pakistan submitted its Report<sup>209</sup> on August 26, 1959. Its recommendations were accepted by the govt on April 6, 1960 and the reforms were to be implemented from the beginning of the academic year 1961-62. The University Ordinances were promulgated in June 1961 in East Pakistan and in September 1961 in West Pakistan. But within a year, there after, early in September, 1962 students agitation erupted at first

---

209. Pakistan. Ministry of Education. Report of the Commission on National Education, Karachi: Manager of Publications, 1959, p.

in East Pakistan and later in West Pakistan against the reforms introduced at the college and university levels. Students came into clash at various places with the agencies of Law and Order and firing had to be resorted to disperse the demonstrators. In East Pakistan general strike was called on September, 7, 1962 against the Education Commission Reforms. This call was taken up in West Pakistan also and ultimately government yielded to this pressure and virtually withdrew the three-year pass course. After this the tempo of students unrest and agitation increased and students demands kept on mounting. Again there were clashes between the police and students at Dacca, Karachi and Lahore. There was further disturbances at the campus at Peshawar on December 11, 1964 when the police and students came into serious confrontation.

There was rapidly growing spirit of indiscipline amongst younger generation. There was also a disquieting sense of frustration, not only among the students but also amongst teachers who adopted a policy of aloofness, as if it was no longer their function to promote the spirit of discipline and orderly behaviour amongst students. Standard of teaching and examination deteriorated. Adoption of unfair means to succeed in the examinations became rampant. A Vice-Chancellor actually suggested that "integrity and honesty seemed to have disappeared even from the academic field".<sup>210</sup> It was in these circumstances that the President announced at Multan that a high-powered Commission would be appointed to investigate into the problems of students.<sup>211</sup>

---

210. Pakistan. Ministry of Education. Report of the Commission of Students Problems and Welfare, Karachi: Manager of Publications, 1965, p.5.

211. Ibid., p.6.

The Commission of Students Problems and Welfare was set up by a Notification of the Ministry of Education, Government of Pakistan, bearing No. F. 7-3/64-UE-I, dated December 15, 1964.<sup>212</sup>

The Commission originally consisted of the following:-

1. Mr. Justice Hamoodur Rahman, Judge, Supreme Court of Pakistan (Chairman) (2) Mr. Justice S.A. Mahmood, Judge, High Court of West Pakistan (Member) (3) Mr. Kazi Anwarul Huque, Chairman, Central Public Service Commission (Member) (4) Mr. Nasir Ahmed, Chairman, West Pakistan Public Service Commission (Member).

The terms of reference of the Commission as set out in the above Notification were as follows:-

1. To examine the provisions of the University Ordinances and suggest modifications whenever necessary; (2) To take stock of existing facilities for a sound programme of studies and to suggest remedial measures commensurate with available resources; (3) To determine the adequacy or otherwise of the recreational and Welfare facilities of students and suggest ways and means of providing them within available resource; and (4) To examine any other matter affecting student life.<sup>213</sup>

The Commission in the first instance, invited statements in writing from interested persons, to be sent to the Secretary in his private address and the date given for this purpose was January 15, 1965. A press note to that effect was published in all newspapers in both wings of the then Pakistan. But the response to the invitation was not encouraging as only 52 statements were received till January 22, 1965. The Commission then decided to make

---

212. Ibid., p.1.

213. Ibid.

another effort to elicit the opinion of persons most vitally concerned with and having first hand knowledge of students problems and accordingly prepared a detailed questionnaire.<sup>214</sup> 154 copies of the questionnaire were issued to Vice-chancellors, retired Vice-Chancellors, Professors and other university teachers, Principals of colleges, eminent educationists and other persons connected with education in both wings of Pakistan. Altogether 55 replies were received, only seven persons answered the questionnaire from East Pakistan, of these only 3 from university teachers, one from Dacca University, 2 from Rajshahi and three from Principals of Government Colleges.<sup>215</sup> The Commission worked in East Pakistan from May 8, 1965 to May 29, 1965. During this period it interviewed 227 persons and visited 15 institutions.

The Commission observed that in the Higher Secondary Stage "there are few, if any, colleges which can claim to be properly equipped with a well stocked library and a spacious reading room."<sup>216</sup> So the Commission recommended that "there should be at least one intermediate college at each subdivisional headquarters...with adequate physical facilities in the shape of...laboratories, libraries..."<sup>217</sup>

The Commission paid emphasis upon the role of libraries of the universities. It admitted that Library was the pre-requisite for

---

214. Ibid., p.2.

215. Ibid., p.3.

216. Ibid., p.38.

217. Ibid.



the university. So it was stated that "we are definitely not in favour of the policy of setting up a university without building... laboratories, libraries etc. The nucleus of a university must first be brought into being and then the University itself".<sup>218</sup>

In surveying the government colleges the Commission observed that the meagre sums given for purchase of books for the libraries could not often be spent during the financial year as government red-tapism required that each book of the value of Rs. 20/- or more should be purchased with the prior approval of the Director of Education. The approval was usually received at a time when the book was either not available in the market or the financial year was about to end.<sup>219</sup> All these complaints were confirmed before the members of the Commission by the Director of Education.<sup>220</sup>

The Commission observed that the facilities including libraries in "colleges, both private and government are distressingly inadequate".<sup>221</sup> Therefore the Commission indicated 'the normal requirements (Library) needed for efficient teaching'.<sup>222</sup> Each college should have a library, in charge of a qualified librarian. The Commission recommended "for lists of standard laboratory equipment and reading materials considered essential for a Degree/Intermediate college library to be drawn up by the committees of senior college and university teachers and furnished to all heads of institutions with a view to their being procured as a first charge on their laboratory

---

218. Ibid., p.41.

219. Ibid., p.42.

220. Ibid.

221. Ibid., p.51.

222. Ibid.

and library allocations. Books of general reference and current reading materials should be kept in a separate reading room. Each college should also have a rental library from which students who can not afford to buy books may be able to hire books for a term or full session on payment of a small fee. Each library should also have a separate section for women students whenever there is co-education".<sup>223</sup>

Considering the importance of Text books, the Commission observed that "students want cheaper and better textbooks".<sup>224</sup> It further observed that there was a great difficulty in importing foreign books in sufficient numbers and they were also quite expensive. So far as college libraries were concerned, they were apart from rare exceptions, usually very poorly stocked. Even in the case of old institutions, which inherited rich libraries, few additions had been made since Independence. The grants for libraries to government colleges were also meagre. No government college was able to utilise this grant to the full by reason of its usually being released late and the rule which required prior approval of the Directorate of Education for the purchase of books of the value of Rs. 20 and above.<sup>225</sup> Taking all these drawbacks into account the Commission suggested the following measures: "(a) every college should keep in its library at least 10 copies of each prescribed textbooks. (b) In addition every college should have a rental library system for textbooks, which can be loaned to students at a reasonable fee,

---

223. Ibid.

224. Ibid., p.57.

225. Ibid.

for a term or an academic year. No student should be permitted to take a University or Board examination unless he has returned the borrowed books. (c) In every college when there is union, it should be encouraged to establish and run a textbook lending library as a part of its social service programme.<sup>226</sup>

The Report of the Commission (1965) was a timely one. It was made at such a time when students' movement and breaking of the law and order situation of the country reached its climax. It investigated into the problems of students and suggested measures for removing them.

One of the most important factors behind students' unrest, participation in politics and unfair activities was the lack of reading habit of right books at the right time. Primary schools are without libraries. Secondary schools have so to say no library. As such reading habits are not grown. This habit unfortunately is not even properly developed in the colleges and universities due to lack of efficient library services and facilities. So in the colleges and universities students spend very little time in reading books. As such they become involved in politics and anti-social activities. This very important role of library and librarian in creating and developing reading habits among students was partly ignored by the Commission and as such the Commission did not give due emphasis to the role of libraries in minimising and controlling many of the problems of students. The observations of the Commission on libraries are partial and inadequate. The Commission noticed lack of

---

226. Ibid.

proper library services and absence of proper use of library by students and teachers. Though the function of the Commission was to investigate problems of students, it did not give proper emphasis on a vital problem i.e. library. In the questionnaire circulated, unfortunately there was not a single question concerning libraries.

Its recommendations for library development were inadequate and insufficient. It mainly emphasised on text book lending library. Instead of such birds' eye view, the whole field of library development in its totality should have been reasonably and comprehensively considered from the socio-economic standpoints of the country.

#### The Third Five Year Plan of Pakistan (1965-70)

Students unrest as stated earlier and political turmoil interrupted the execution of the Second Five Year Plan which could not bring about any substantial changes as desired in the library situation of the country. But the Planning machineries did not sit idle. They brought about the Third Five Year Plan (1965-70) wherein we find important recommendations for the development of libraries in the country.

The First and Second Five-Year Plans marked definite stages in Pakistan's economic progress. The concept of planning was in fact introduced with the Colombo Plan in 1950. The First Plan (1955-60) and the Second Plan (1960-65) refined this concept and established the institutions through which planning could effectively be implemented. The main purpose of the Colombo Plan and subsequent two plans was the building up of infrastructure of the economy by initiating institutional reforms which would facilitate uninterrupted economic expansion. In retrospect, the general outlines of advance which these plans proposed appeared to be sound. The First Plan was perhaps too optimistic in certain respects and it also suffered from political instability and apathy of government towards planned development. The Second plan however, achieved dramatic success and all the key economic indicators

226

showed unmistakably rapid progress.

Philosophy:

The Third Plan was the first to be formulated within the framework of a perspective Plan. It was found that the earlier years of Pakistan's development plans were restricted to comparatively short period of five years. This long-term Plan viz., the perspective plan was prepared for 20 years. Many short term decisions bore a bearing on long term growth.

Objectives:

The explicit aims of the perspective plan were:-

(a) a tripling of the gross National Product from Rs. 43,363 million in 1964-65 to about Rs. 174,3000 million in 1984-85; more than doubling per capita income from Rs. 386 in 1965 to Rs. 932 in 1985; (b) Provision of full employment to the entire labour force by about the middle of the perspective plan period; (c) universal literacy; (d) parity in per capita incomes between East and West Pakistan; and (e) elimination of dependence on foreign assistance. <sup>227</sup>

The concept of education as a vital national investment and a major determinant of the nation's economic growth underlaid the recommendations of the Commission on National Education and of the Second Five Year Plan. The Third Plan took even greater recognition of this concept of education and kept in view the following basic and inter-related objectives of educational planning in the country;

---

226. Pakistan. Planning Commission. Outline of the Third Five Year Plan (1965-70), Karachi: Manager of Publications, 1964, pp.17-18.

227. Ibid.

1. to provide an educational system which would facilitate transition into an era of science and technology, promote political, social and economic development and to bring the country's spiritual and cultural heritage into harmony with the contemporary world; (2) to provide the youth of the country with conditions conducive to the full-fledged development of their individual capacities and character; (3) and to raise the quality of education at all levels so that it may properly fulfil its nation building tasks.<sup>228</sup>

The social and economic objectives of the Third Five Year Plan were based on the statements of government policy and constitutional guarantees as reflected in the First and Second Plan. The Plan accepted the challenge of providing a decent life to the then 110 million people of Pakistan.<sup>229</sup> The Plan "intended to move in the direction of a 'welfare state' with efficiency and despatch".<sup>230</sup>

The Third Five Year Plan emphasised the teaching of science and mathematics. For this purpose it recommended the provision of libraries. It was stated that "the teaching of science and mathematics should consequently receive very strong emphasis during the Third Plan. The content and quality of education, in these subjects, need fundamental re-orientation. The matter has to receive urgent attention and demands immediate provision of up-to-date laboratories, libraries,<sup>231</sup> science equipment, books, and other miscellaneous requirements".

---

228. Ibid., p. 157.

229. Pakistan. Planning Commission. Third Five Year Plan (1965-70), Karachi: Manager of Publication, 1967, p.III.

230. Ibid., p.IX.

231. Ibid., p.191.

The Plan unlike other two previous Plans recommended the provision of fully equipped libraries in district high schools. It was stated that "the district high schools will be the focal centre of development. It should be designed to be fully comprehensive, with adequate residential facilities, offering the widest possible choice in the elective subjects fully equipped with laboratories, libraries, science equipment...thus serving as a model for other high schools in the district."<sup>232</sup>

The Commission particularly observed the shortage of library amenities e.g. books and other reading materials. It pointed out that "In particular there is serious shortage of library amenities. Books are in short supply and many of them are old and outdated. Side materials and juvenile literature of appropriate quality is lacking. There is little regular flow of good literature suitable for the needs of the age-group concerned or their teachers. During the Third Plan vigorous efforts will be made to improve the situation"<sup>233</sup>. This was a serious commitment of the Planning Commission for the development of libraries as it was stated in the most emphatic way that 'vigorous efforts would be made to improve the situation'.

Unlike other two previous Plans, it was for the first time that the Third Plan recognised with emphasis the importance of libraries in the higher secondary education and recommended the development of libraries in higher secondary schools. It was thus stated<sup>56</sup>... due attention will be paid to the provision of optimum requirements of

---

232. Ibid., p. 192.

233. Ibid., pp. 192-3.

laboratories, science equipment, teaching aid, books and library services".<sup>234</sup> So it recommended that in East Pakistan, 1000 high schools would be improved and expanded by providing better accommodation and well-equipped science laboratories and libraries.<sup>235</sup> Coming to the higher education, the Commission particularly noted the sad state of affairs of the libraries in colleges. It gave emphasis on the role of libraries in higher education. So it stated that "the library is recognised as the heart of an educational institution. Libraries in many colleges are in a sad state. Much greater efforts must be channelled in this direction. Libraries should be stocked with sufficient quantity of up-to-date books, journals, research periodicals and other reading materials. Well-qualified and trained librarians should be employed...Access to books and reading materials must be quick and easy and open-shelf system should be introduced. Libraries and study halls should be available to students after the college working hours".<sup>236</sup> It also recommended that Degree colleges numbering 63 in the then East Pakistan now Bangladesh would be developed by "providing libraries and reading rooms".<sup>237</sup>

The planners were also well aware about the role of libraries in the universities and as such it recommended the development of university libraries in the manner indicated in the college libraries. They said that "Education at the university level will be improved, strengthened and expanded by providing the existing universities with appropriate physical facilities, scientific equipment, libraries... and staff".<sup>238</sup>

---

234. Ibid., p. 193.

235. Ibid., p. 194.

236. Ibid., pp. 202-3.

237. Ibid., pp. 203-4.

238. Ibid., pp. 204-5.



It also recommended the completion of the ongoing projects. It stated that "the ongoing projects at Islamabad, namely, the establishment of a Post-graduate university, a national library, and an art council, and the development of national Archives of Pakistan will be completed during the Third Plan period".<sup>239</sup> It also took the programme of developing "the National Book Centre, the Liaquat National Library and the Central Secretariat Library".<sup>240</sup> The establishment of a Central National Library at Dacca was also committed by the Commission.<sup>241</sup>

The Commission further stated that "in West Pakistan 950 schools will be improved and expanded by providing additional class rooms, laboratories, libraries..."<sup>242</sup> The Plan directed major efforts for the teaching of scientific disciplines and as such recommended for up-to-date science apparatus, equipment, books and periodical literature".<sup>243</sup>

---

239. Ibid., p. 207.

240. Ibid.

241. Ibid.

242. Ibid., p. 194.

243. Ibid., p. 202.

The schemes for library development during the plan period were as follows:-

Taka in million.<sup>244</sup>

East Pakistan:<sup>245</sup>

	On-going and approved.	Total cost	Foreign	Expenditure upto 1964-65.	3rd Plan allocation.	Date of commencement.	Date of completion
	1	2	3	4	5	6	7
Establishment of two more public libraries at Chittagong and Khulna.	Do	1.832	0.250	1.532	0.300	1960-61	1966-67
East Pakistan Central Public Library, Dacca.	Do	0.900	0.100	0.800	0.800	1962-63	1967-68
Provincial archives establishment.	New and unapproved	2.600	0.280		0.400	1966-67	4th Plan
Establishment of Public Library at Rajshahi.	Do	1.800	0.180		0.300	1966-67	Do
Narayangonj Public Library, Improvement of Dacca Central Public Library.	Do	3.656	0.180		0.300	Do	Do
Improvement of 12 Dist. Libraries.	Do	3.880			0.300	Do	Do
Improvement of 36 Sub-Divisional Libraries.	Do	1.980			0.200	Do	Do

244. As a result of monetary inflation allocation of money was revised from year to year. The revised allocation was not available.

245. Pakistan. Planning Commission. List of Schemes included in the Third Five Year Plan, Karachi: Manager, Govt. Press, 1967, p.93.

246

West Pakistan:

	1	2	3	4	5	6	7
Provision of Library facilities and Construction of reading-cum-Library rooms in 100 govt. and non-govt. High school.	Do	3.75	0.308		3.750	1965-66	1969-70
Improvement of Library and reading room in Govt. Inter.Colleges.	New	1.125	0.225		1.25	1966-68	1969-70
Grant-in-aid for improvement of Library and reading rooms in non-govt. Inter colleges.	New	0.685	0.100		0.685	1967-68	1967-70
<u>Central Government:</u> <sup>247</sup>							
National Archives at Islamabad (Revised)	Do	9.350	2.400	0.540	4.350	1963-64	4th Plan
National Library at Islamabad (Revised)	Do	10.735	2.580	0.220	5.000	1964-65	Do
Development of Liaquat Memorial Library.	Do	2.350	0.300	0.540	1.800	1963-64	1968-69
Children's Library	New and unapproved.	1.550	0.100		0.200	1967-68	4th Plan
Central Library, Dacca.	Do	7.500	2.000		1.000	1967-68	Do

246. Pakistan. Planning Commission. List of schemes included in the Third Five Year Plan, Karachi: Manager, Govt. Press, 1967, pp.199-200.

247. Ibid., pp. 268-69.

There was one more scheme namely training in Librarianship<sup>248</sup> and its estimated cost was 1,30,000/-. The above list of schemes represented the then thinking but development allocation could not accommodate all of them.

The East Pakistan Central Public Library (Rehabilitation)<sup>249</sup> scheme (Dacca) was prepared and put into execution. The scheme aimed at rehabilitation of the Central Public Library, (transferred to the Dacca university) by constructing a new building. It was planned to perform four-fold functions; public Library service inside the premises, extension service outside the premises and central and national services in the then province. Rs. 24.00 lakhs were sanctioned (Rs. 15.00 lakhs as recovery from the Dacca university). The scheme was approved by PPA on 29th September 1962. Land was acquired in the first year of Third Five Year Plan, but construction work could not be started in the year 1965-66.

Allocation for 1965-66 was Rs. 1.00 lakh and expenditure during 1965-66 was nil.

---

248. The Need for public Library Development, Dacca: EPLA, 1966, p.28.

249. East Pakistan. Planning Department. (Project Division). First Year of the Third Five Year Plan in East Pakistan-progress of Approved Development Schemes for the year 1965-66, Dacca: Officer on Special Duty, Sand G.A. Dept. East Pakistan Govt. press, 1967. pp.337-338.

Evaluation of the Third Five-Year Plan- 1965-70. Million Rupees.  
Regional expenditure<sup>250</sup> on Library and cultural activities in East Pakistan,  
during the period was as follows:-

1965-66(Actual)			1966-67(Actual)		
Central expenditure	Provincial expenditure	Total	Central expenditure	Provincial expenditure	Total
0.75	0.35	1.10	0.97	2.27	3.24

1967-68(Actual)			1968-69(Actual)		
Central expenditure	Provincial expenditure	Total	Central expenditure	Provincial expenditure	Total
1.52	4.11	5.63	3.72	2.59	6.31

1969-70(Actual)			Total 1965-70		
Central expenditure	Provincial expenditure	Total	Central expenditure	Provincial expenditure	Total
2.33	5.68	8.01	9.29	15.00	24.29

250. Pakistan. Planning Commission. Evaluation of the Third Five Year Plan (1965-70), Karachi: Planning Commission, 1971, p. 239.

It was with great hopes that librarians in Pakistan looked forward to the publication of the Third Five Year Development Plan released by the Govt. of Pakistan. In view of the importance of libraries in a country which was seeking to advance in the fields of education, science and technology and to keep pace with the leading nations of the world in this regard, it was sad and disappointing that the development of libraries and library services was given such scant attention in the published Plan of the Govt. What was sadder still was the fact that hopes had been raised high previously as in the Report of the Commission on National Education which saw light of the day some four years earlier, where more substantial references were made to the growing significance of libraries and laboratories in the then young Pakistan. It must be admitted that though the Education Commission Report was hardly satisfactory, yet there were some suggestions for the building up of libraries and library services which, if followed, would have given some scope for piloting improvements in the library situation. On page 40 of the Report of the Commission on National Education, it was stated that every college and university should have a library large enough and open long enough to act as a work-room where all students were able to study privately during off periods and outside college-hours. The members believed moreover, that the library was at the very heart of the idea of the university and the books with which it was stocked, the librarians who served in it, and the kind of use which the students made of it should reveal the extent to which it was discharging its real functions as a powerhouse of learning.

The members of the Commission observing the actual position of libraries and library services stated "almost all our libraries are short of books, and the stocks they have are in many cases seriously out of date. It is clearly necessary both to increase the annual appropriations for the purchase of books, and to be highly selective in their choice. A demand for increased budgets is not enough. Book selection is an exacting task, requiring teachers who are up-to-date in their subjects and willing to spend time and effort in advising the librarian in the best use of resources which will always be limited. The use made of the library will depend largely on the extent to which the teacher, particularly in tutorials, is able to stimulate and guide the reading of his students. Our libraries have languished because of our tendency to think of education as the memorisation of textbook and notes. If the teacher is to establish the true process of learning he will constantly need to recommend particular books, or chapters of books, and to take his students to the library. We do not believe that students can appreciate the true value of books unless they have ready access to them, are encouraged to move freely among them, and are allowed to handle and consult them to decide which are most appropriate for detailed study. In introducing the open shelf system, discretion will have to be exercised because some books are scarce and expensive. Nevertheless, a formula must be devised which will make even scarce and expensive books readily available to meet the genuine requirements of students. We are sure that if teachers were seen more frequently in libraries they would be able to set an example and to raise their tone."<sup>251</sup>

---

251. Pakistan. Report of the Commission on National Education, Karachi: Manager of Publications, 1959. p. 40.

The contents of the above mentioned paragraphs are didactic and highly theoretic and they gave hardly any concrete suggestions. They did not refer to the provision of any budget normal or special for the purpose of establishment of new or improvement of old libraries in schools, colleges and universities. The paragraphs touched upon introduction of the open-shelf system in colleges and universities whereas it totally neglected the making of essential provision for the training and appointment of well-educated and professionally qualified librarians.

In contrast with these general recommendations contained in the Education Commission Report, provisions under the Third Five-Year Development Plan seemed to be even more attenuated and ineffective. There were references to libraries in the Third Five Year Plan under Chapter 14-Education and Training on pages 191-207. The first of these recommendations was related to the provision of some library facilities in school libraries and for manning of which there was a suggestion for the training of teachers as librarians but no explicit provision or recommendation was made for the employment of qualified full-time professional librarians. Again there were references to the need for improvement of the school and college libraries. Unfortunately the basic needs of financing and staffing were not referred to at all. As improvement of quality, expansion of facilities for study and research in scientific and technological disciplines and consolidation in general were the key notes of the development of universities in the Third Plan, emphasis was placed for the improvement of university libraries in the Third Five Year Plan.

Therefore from a close observation of the Plan it was apparent that libraries were treated very slightly leaving their development



programmes to the discretion of the provincial educational authorities and also to the exigencies of the financial situation. This apparent omission affected the progress of library development in educational institutions. The whole Plan gave some scant attention to educational libraries, Government Department Libraries and also Public, Reference and Research libraries, which were absolutely essential for progress in higher education, research, technology and administration.

There was a passing reference to the establishment of the National Library at Islamabad for which provision was apparently made. What was however, not understandable as to why there was not enough emphasis on establishing a counterpart national library at Dacca in consideration of the geographical exigencies and the repeated requests placed from East Pakistan over the years. While some desirability of better libraries was suggested in the Plan the question of providing facilities for the production of better trained staff was totally neglected. In the Plan this was not visualised at all. It was to be realised that teacher-librarians while sufficient for the initial phase of library organization in secondary and high schools would not be adequate at all in future years when students begin to be oriented to library use of the facilities on the massive scale. At that stage, only the full-time qualified and experienced professional librarian could perform adequately in the interest of general education at school stage. It should also be obvious that in colleges and universities as well as other types of libraries mentioned above viz. Govt., Departmental, Research, Reference and Public Libraries the need for professional and technical librarians was not properly and adequately emphasised in the Third Plan. All the relevant recommendations of the Plan

on library development would however be infructuous unless qualified librarians of all cadres, on the completion of their training, were absorbed in suitable employment. This was a point which was not contemplated in the Plan and was generally neglected.

It was painful to see that despite advanced library services in other countries of the world no thought was given in the Third Plan to recognise the organization of bibliographical and library services to support the needs of Govt. officials for day-to-day information if they were to perform their administrative duties efficiently.

Similarly the little significance attached to the then existing public libraries in the Third Plan was also painful to notice. There was a proposal in the Plan for National Library for Science in both wings of the country. There should have been similar libraries for technology and the social science also. There were the needs for organising library service in the humanising hospital and personal libraries, a badly needed extension of normal readers' services. But unfortunately the Third Five-Year Plan had no provision/observation/suggestion on these aspects of library service. The Plan was silent about the necessity of network of public libraries to cover the country and about research and special libraries. It also did not make sufficient and adequate provision for library service in the country but still a comparative study of all the three Five Year-Plans alongwith Six-Year Development Plan reveals that in spite of so many gaps, lapses and shortcomings with the Third Plan, whatever progress has been attained in the land comprising now Bangladesh, was mostly executed during the Plan period.

It is observed that economic planning in Pakistan was fundamentally different from that in India. The economic plan in India was the product of a democratic consensus. The people were associated at every step in the formulation of plan. People's representatives were taken into confidence at Block, District and National levels. In fact a lively national debate preceded the finalisation of every economic plan in India. But no such thing happened in the then "guided democracy" of Pakistan. The economic plan in Pakistan was not the result of a democratic consensus nor did it command any popular sanction. The Plans were in most of the cases imposed on the people from above. The people had no opportunity to participate in plan-making as in India. This was perhaps one of the causes of the poor performance of Five Year Plans in Pakistan. Another cause was the rapidly mounting expenditure on defence. In fact the main cause of the collapse of Pakistan's Third Plan was the defence expenditure which increased by 125 per cent in course of five years.<sup>252</sup>

#### East Pakistan Education Week 1966-67

The East Pakistan Education Week was an important event of the Department of Education of the Govt. of East Pakistan. Since 1960 when a modest beginning was made in this direction, Education Week was observed almost every year, except in 1965 and 1966. Although it became a regular feature, Education Week of 1966-67 had a special significance. This was the first Education Week, the Govt. observed since the commencement of the Third Plan, which provided for massive investments in

---

252. Seth, M.L. Theory and practice of economic planning, Delhi: S.Chand, 1974, p. 366.

education and was expecting to bring about a revolutionary change in the educational pattern of the then province. Its other importance was due to the fact that this Week was observed soon after the consideration of Justice Homoodur Rahman Commission Report by the Governor's Conference.<sup>253</sup>

That year the programme of the Education Week centered round the challenging theme "Education for All" which was presided over by the then Education Minister, Mr. S.M. Amjad Hossain. Moreover the symposia on as many as eleven other topics relating to different stages and aspects of education were organised. Teachers and students from all over the province alongwith educationists from the then West Pakistan and foreign observers participated in the different sessions.<sup>254</sup>

Papers on 'education for all', primary education, technical and vocational education, teacher education, school and society, madrasah education, adult education, place of English in education, college education, women education, university education and secondary education were read by distinguished educationists. After the papers were read, the participants and delegates expressed their own view points on the topics.<sup>255</sup>

Unfortunately no speaker except Mr. M.A. Kuddus stressed the need for libraries in education. Mr. M.A. Kuddus in his paper "Adult education" gave some emphasis on the role of libraries in adult education.

---

253. Education for all: Papers and proceedings of the East Pakistan Education Week, 1966-67. Dacca: East Pakistan Education Week 1968, p. 15.

254. Ibid., p.131.

255. Ibid., p.135.

In four project areas<sup>256</sup> Mr. Kuddus stated that "an extension library at each of the thana headquarters was developed to supply books weekly through teachers to adult education centres in the villages. Book-bag and tin-box library system was also introduced in these centres. Supply of books from thana extension libraries by book-bag circulatory system was changed into tin-box library to meet the growing demands and more books were supplied to the centres. Example of interested readers rushing for books to the teachers and the reading centres encouraged<sup>257</sup> the authorities all the more to push this system. Further the authority also opened "Reading Centres", to help continue their reading habits and also to check the danger of lapsing to illiteracy for want of reading materials, each of 912 centre was supplied with a set of 41 books to start reading centre. Besides these 87 independent reading centres (58 for males and 29 for females) were set up!"<sup>258</sup>

From the deliberations of the symposia it was observed that problems being found at different levels of education were identified and full length discussions were held to find out ways and means to solve them. But it was wondered how leading educationists could overlook or ignore the potential of library, which was considered as the "heart of educational institution".<sup>259</sup> The vocal educationists were

---

256. Ibid.

257. Ibid.

258. Ibid.

259. Pakistan. Ministry of Education. Report of the Commission on National Education: 1959, Karachi: Manager, Government of Pakistan Press, 1961, p. 40.

silent on the need for libraries. This was due to their ignorance, apathy, neglect on the library issue.

Perhaps attention of the sponsors of the next Education Week held in 1967-68 was drawn by educational planners on the need for a session on the role of libraries in Education. As a result Mr. M.S. Khan, the then Librarian and Head of the Department of Library Science, University of Dacca was requested to present a paper on the "Role of libraries in Education". Mr. Khan read a scholarly and illuminating paper which was highly appreciated by librarians and educationists with great applause. But nothing tangible development in library sector in Govt. planning was forthcoming in near future.

#### The New Education Policy (July, 1969)

All the Commissions and Reports on education specially the Commission of 1959 and that of on Students problems and welfare of 1964 failed to produce desired effective results. Students unrest in Pakistan continued and even increased and standard of education further declined. Educational institutions became the hot bed of all nasty politics. In this situation one more attempt was made in 1969 namely 'New Education Policy of 1969' popularly known as 'Noor Khan's Report' to suit the education to the political, social and economic needs of Pakistan.

The New Education Policy was formulated after detailed studies conducted in this field as directed by the President of Pakistan.<sup>260</sup> A number of study groups whose objective was to review the then existing educational policies with a view to identifying their shortcomings

---

260. Pakistan. Ministry of Education and Scientific Research. Proposals for A New Educational Policy, Karachi: Manager of Publications, 1969, unnumbered pages (Introduction by Air Marshal M. Nur Khan.)

and putting forward a set of recommendations to overcome them,<sup>261</sup> were set up in the Centre as well as in the provinces. Mr. M. Nur Khan, Air Marshal, who was assigned to frame the New Education Policy by the Government of Pakistan, was the chief of all the groups. Large number of students, teachers, administrators and public representatives were heard and numerous suggestions, received from all quarters were considered. The conclusions arrived at were the result of this exercise. Nur Khan, submitted the Proposals for A New Education Policy for Pakistan to the government in July, 1969. While these were under government's consideration, the President of Pakistan directed that the proposals might be circulated for comments among public, in view of the fact that only a cross-section of the people were contacted while the proposed programme was a big national effort involving almost every citizen in Pakistan. Comments were sent to the Ministry of Education, Islamabad (Policy cell) before August 4, 1969. The Educational policy took its final shape for implementation by 1st of September, 1969.<sup>262</sup>

#### Background

There were two distinct systems of education operating side by side in the then Pakistan. They might be described as the modern system and the classical system. The modern system was developed by the Britishers during their imperial rule of India and its objective was to create "a class of persons Indian in blood and colour but English in taste, in opinions, in morals and intellect"<sup>263</sup> for service with the East India Company and later with the govt. of British India.

---

261. Ibid., p.1.

262. Pakistan. Proposals for a new education policy.

263. Ibid., p.II.

It was not oriented to the political, social and economic needs of an independent developing country.<sup>264</sup> It was largely secular in nature and non-technical in content.

The classical system of education emphasised Arabic teaching and did not further the cause of economic development as it did not aim to promote the analytical and technical skills on which such development would be based. The Report stated, "A wide gulf separates the two systems at present. Generally speaking products of Madrasha are innocent of the forces shaping the modern world and of its vast storehouse of ever expanding knowledge including science and technology. Conversely those educated in schools, colleges and universities know little of the rich treasures of religious, moral, sociological thought and behaviour and of our history, traditions, culture and literature enshrined in our religious and classical books. The result is that with few exception neither products of Madrasah education nor of modern education develops an integrated personality".<sup>265</sup>

It was thus clear that neither of the two systems of education then operating in Pakistan was entirely satisfactory.<sup>266</sup> The then existing policies followed a pattern which had been inherited from a colonial era and that they no longer satisfied the political, social and economic needs of Pakistan. There was therefore a need for a radical change in educational policies, if education was to play a meaningful role in national development and consolidation, which it must. The aims of the new policies were:- (a) to impart a common set of cultural values based on the precepts of Islam; (b) to create a literary society;

264. Ibid., p.1.

265. Fazal Ahmed Fazal Karim Fazli. Morning News, Dhaka: Sunday, September 21, 1969, p.IV.

266. Pakistan. Proposal for New Education Policy, p.II.



(c) to attach a high priority to the development of analytical and technical skills; (d) to attract some of the best talents of the country into the teaching profession, and (e) to use education as a force of national unification. The Report further stated that in particular if the aims of the proposed policy were to be achieved it would be necessary to:- (a) integrate madrasahs into normal school system, and bring the latter in line with ideological demands; (b) integrate primary and middle schools into elementary schools; (c) undertake a massive programme of Adult Education; (d) completely re-organise secondary education making it a terminal stage for most of the students by imparting technical and vocational training to a majority among them, and (e) effectively decentralise educational administration.<sup>267</sup> Mr. Fazal Ahmed Karim Fazli, C.S.P., former Education Secretary to the then East Pakistan government said "...they are based on the realities of Pakistan life."<sup>268</sup> He further said that there were two things of basic and fundamental nature" (a) the integration, of... classical education system with the modern, (b) making national languages the media of instruction upto the highest level and adopting them as official languages by 1975".<sup>269</sup> At a general meeting of the Islamic Education Conference, members appreciated "the wise steps taken by the President and the govt. by giving Islamic character to the educational system of Pakistan".<sup>270</sup>

Mr. Muhammad Shamsul Huq, Minister for Education and Scientific Research, Govt. of Pakistan said... "The new education policy must inculcate among younger generation the basic values as enshrined in our ideology and cultural heritage".<sup>271</sup> Mr. Fazli further said that

---

267. Ibid., p.27.

268. Fazal Ahmed Karim Fazli. Morning News, Dhaka: Sunday, September, 21, 1969, p.IV.

269. Ibid.

270. Morning News, Dhaka: October, 4, 1969, p.5.

271. Morning News, Dhaka: September 28, 1969, p.6.

"the proposed reforms when implemented with necessary modification are likely to rebuild our nation on firm foundation ensuring its continuous healthy growth".<sup>272</sup>

#### New Education Policy and Libraries

The Commission, in the process of survey, observed that the libraries in Pakistan were "poorly equipped".<sup>273</sup> It stated that the University Grants Commission Secretariat would control or supervise University libraries through the supervision of one Assistant Secretary.<sup>274</sup> One of the powers and duties of the Syndicate, according to the Commission was to "provide the buildings, libraries premises, furniture, apparatus, equipment and other means for carrying on the work of the university".<sup>275</sup> It recommended that librarian of the library of the university would be one of the members of the Academic Council which would "frame university Ordinances regarding the use of university library".<sup>276</sup> It further recommended that a college applying for affiliation to the university would satisfy the university "that provision has been made for a library and adequate library services..."<sup>277</sup>

The Proposals for a New Educational Policy was a historical document on Educational Reforms. The new proposals seemed "logical and natural" to the taste and temperament of the people.<sup>278</sup> It was beyond doubt that the Proposals reflected the sincere efforts of the formula-

272. Ibid., Sunday, September, 21, 1969, p.IV.

273. Pakistan. Proposals for New Education Policy, p.26.

274. Ibid., p.54.

275. Ibid., pp. 76.

276. Ibid., pp.77-78.

277. Ibid., p.78.

278. "The New Education Policy", Pakistan Library Bulletin. Vol. I, September, 1968, No.I, p.23.

tors and represented the minds of those who were anxious to improve educational system. Air Marshal M.Nur Khan deserved all felicitations and commendations for this document, which he so quickly presented before the nation to evaluate and put forward suggestion to the govt. before its implementation.<sup>279</sup> The Proposals were no doubt "revolutionary, realistic, liberal, democratic and nationalistic".<sup>280</sup> As a matter of fact it was the first document that stressed so much on the meaningful and purposeful education for the people of Pakistan on formal and informal levels.<sup>281</sup> Aims and objectives were worded beautifully and the spirit reflected from them depicted the sincerity of the minds working behind the scheme.

But on careful screening and examination, it could be detected that there was omissions and gaps in determining proper place of libraries in the Proposals. There were just passing references which might be treated as recommendations if so desired, on pages 26,54,76,77,78 and 84 under private institutions, University Grants Commission Secretariat, Powers and duties of the Syndicate, Constitution of the Academic Council, powers of the Academic Council and affiliation respectively. These references did not amount to more than the provision of libraries in higher institutions only. There was no mention of libraries in schools, colleges, adult literacy and in special Institutions. Again these provisions were "permissive" rather than definitive. The Proposals did not say anything about National Libraries, National Bibliography, National Union Catalogue, Library Legislation, Library co-operation, Library Education, Documentation and Information Retrieval. The proposals did not suggest any standard for library building, personnel,

279. Ibid.

280. "Libraries and Library Education in Proposals for a New Education Policy," Pakistan Library Bulletin. Vol. I, September, 1968, No. I, p.32.

281. Ibid.

services, collection, etc. It was completely silent about book services in primary schools. It was surprising that the Commission did not pay attention to and considered the improvement of library facilities and raising the standard of librarians in Pakistan. Control and supervision of the University Library by the Assistant Secretary of University Grants Commission might go against the prestige and position of the university Library.

The new Proposals did not say anything about revision of pay scales of librarians. This omission was strongly resented by the Library Associations of Pakistan namely Lyallpur Library Association, Federal Library Association, West Pakistan College Library Association, Sind Library Association, West Pakistan College Librarians Associations, (Rawalpindi Zone), East Pakistan Library Association and Council of School and College Librarians, Karachi.<sup>282</sup> They even called for a protest week from May 11 to 16, 1970 demanding equal pay scales and status of librarians at par with the pay scales and status of teaching staff of the institution.<sup>283</sup> The protest week thus initiated by West Pakistan College Librarian's Association was also supported by other associations.<sup>284</sup>

It is no denying the fact that although potential of libraries in education was not adequately reflected in the Proposals but the library as an instrument of education did not lose sight of the persons who drafted the proposals.

---

282. "New Education Policy and Librarian", Monthly PLA Newsletter, No. 4 May, 1970, Karachi: Pakistan Library Association, pp.13-17.

283. Ibid., p. 24.

284. Ibid., p. 13-17.

Working Conference on Library Development and Manpower needs in Pakistan

Since total outcome of the Second Five Year Plan was frustrating, people waited for the Third Five Year Plan which created a tempo and spirit of library development in the country. Librarians, Library Associations, teachers and social leaders, gave more attention towards the development of libraries; as a result seminars, symposia, conferences were held and reports prepared for consideration and inclusion in the ensuing Fourth Five Year Plan. Among them mention may be made of 'Working Conference on Library Development and Manpower Needs in Pakistan', 'SPIL Proposals'... and East Pakistan Library Development Committee Report. All of them submitted proposals for inclusion in the Fourth Five Year Plan.

A 'Two-day working conference on the Development of Libraries and Manpower needs in Pakistan' was held on November 18 and 19, 1968 in Karachi.<sup>285</sup> The purpose of the conference was (i) to examine the state of library services of various types such as national, public, university, college, school, special and documentation centres, (ii) to determine the manpower needs for various types of libraries and (iii) to place the findings and recommendations in the form of a memorandum for consideration of the National Commission on Manpower and Education and consequently for the Fourth Five-Year Plan. Several working groups consisting of prominent librarians from the East and the West wings of Pakistan were formed.<sup>286</sup> In this conference a number

---

285. The Seminar was inaugurated by Mr. G. Ahmed, Chairman, National Commission on Manpower and Education, Govt. of Pakistan.

286. Two-day working conference on the Development of Libraries and Manpower needs in Pakistan: November 18-19, 1968, Karachi: Society for the Promotion and Improvement of Libraries, 1968, p.1.

of papers were read and discussed. The following were the suggestions and recommendations of the conference:-

1. 'The concept of planning for Library development based on specifications relating to standards for personnel, resources, services and buildings should be introduced and forwarded to the National Planning agencies of Pakistan.(2) Legislation to enact Library Laws in order to ensure legal status for library development was recommended. (3) A Central Library Board to frame policies relating to development of resources, services, co-ordination and co-operation be formed. (4) Library Education and Training should be given top priority in National Planning. (5) Library Science courses on Degree level be introduced in all the universities of Pakistan to meet the shortage of qualified librarians.(6) A Regional Centre for Advanced Library Studies and Research as recommended in the CENITO Report should be established in the university of Karachi. (7) Status and salary of Librarians should be raised to attract bright and talented candidates to adopt career of Librarianship. (8) To check brain drain better job opportunities be provided to highly educated librarians. (9) The Directorate of Libraries in the centre and provinces be organized. (10) The National Library of Pakistan should not be directed by the unqualified public servants. (11) The Pakistan Library Association be given the status of other professional council or organization. It should have financial support from the central and provincial govt. to carry on its professional activities. (12) School Library should be the focal point in developing library systems in the country in order to provide students the means of intellectual development and modernization. (13) There should be a national survey of the Manuscript collection in Pakistan in order to gauge these cultural treasures of the country and make them known to the people'.<sup>287</sup>

This seminar was very important for framing the Fourth Five Year Plan so far development of Library was concerned. The seminar supplied the raw materials for the Fourth Five Year Plan. It focussed the important fields requiring development in the field of Library for the planners of the Fourth Five Year Plan. The points suggested were very important for the development of Libraries in Bangladesh. Library legislation, Library Commission, Library education requiring top priority, Regional Centre for Advanced Library Studies and improvement of the status of Librarians, improvement of the status of the Library Association, school library etc. were suggested at the seminar.

East Pakistan Library Development Committee(1969)

The Govt. of East Pakistan formed a body of nine experts, named 'East Pakistan Library Development Committee' by the order contained in Govt. Notification No. 820-L(R & E) dated 5-5-69.<sup>288</sup> with Mr.M.S. Khan, Librarian and Head of the Department of Library Science, Dacca University and President, East Pakistan Library Association as Chairman.

The terms of reference of the<sup>289</sup> Committee were as follows:-

"To examine the question of development and expansion of public libraries and of the improvement of Libraries in schools and colleges and to recommend to Government phased measures for the same".<sup>290</sup> The Committee was requested to submit its report by the 20th May, 1969.<sup>291</sup>

288. Government Order issued by the Director of Public Instruction, East Pakistan. Original orders filed in Directorate of Public Instruction, Government of the People's Republic of Bangladesh.

289. Report of the East Pakistan Library Development Committee appointed by the Director of Public Instruction, East Pakistan on May 5, 1969 as desired by Government of East Pakistan; Submitted to the Director of Public Instruction, East Pakistan on May, 1969. (Memoographed) (For restricted use) (This report was not made public).

290. Ibid.

291. This Report was partially implemented in East Pakistan, now Bangladesh due to the fact that before the expiry of Fourth Plan period, Bangladesh, the then East Pakistan, emerged as a separate country.

The Committee recognised the observation of the Commission on National Education and that of Third Five Year Plan and adopted them as premises of its report in respect of school libraries.

### School Libraries

The Commission on National Education observed the poor condition of libraries in the multipurpose secondary schools and recommended that great efforts... will be made to achieve the objectives of these schools.<sup>292</sup> The Commission also thought that "The academic heart of the school should be its library which should be especially stocked to meet educational requirements".<sup>293</sup>

In the Third Five Year Plan it was stated that ... "there is a serious shortage of library amenities. Stocks of books are small and out-of-date. Side reading materials and juvenile literature of appropriate quality is conspicuous by its absence. There is little regular flow of appropriate literature suitable for the needs of age-groups concerned or their teachers. During the Third Plan various efforts will be made to correct this serious lack. Regular fully qualified class teachers should be induced to take training in librarianship during vacations".<sup>294</sup> While criticising the Commission's report it said that the Commission did not specify the implementation machinery for library development.

The Committee observed that the Development Schemes in the past provided some amount of money for building construction but in many cases, class-rooms, laboratories, gymnasias etc. swallowed up the entire

---

292. Pakistan. Ministry of Education. Report of Commission on National Education, Karachi: Manager of Publications, 1960, p.40.

293. Ibid.

294. Pakistan. Third Five Year Plan (1965-70), Karachi: Manager of Publications, 1967, pp.192-93.



sum.<sup>295</sup> The Committee further observed that schools under progressive management provided one room for the library but it was of class-room size and hardly sufficient not to speak of reader accommodation for pupils and teachers. Many schools did not or, because of money-limits, could not think of a separate accommodation for the library. As a result, the book-cases either laid huddled together without any elbow room in some less accessible or less convenient part of the building or scattered over the different areas of the school. In their cases lack of accommodation was the largest single factor which rendered the library inoperative. A few high schools which were established or developed however were more commodious but not very functional or adequate.

The Committee therefore emphatically recommended that the need for satisfactory library accommodation in high schools,<sup>296</sup> Govt. and non-govt. should be met without any delay. While implementing this recommendation, it emphasised that all concerned should know the specifications and should have some sample designs of school buildings based on such specifications.<sup>297</sup>

The Committee further noticed that the annual book grant for secondary schools was trivial and inadequate being based on an out-dated perspective about library needs and antiquated criteria about the nature and functions of school libraries. Schools newly established, or developed received and were receiving higher annual book grants

---

295. op.cit., 2, p.6.

296. Ibid.

297. Ibid.

but, even then, these small grants bore little relationship to the then price range of books which was progressively going up and higher over the years. The annual intake of books did not cover the needs for new books on all the subjects and up-to-date reference materials. Recognising the importance of Reference books, the Committee stated that Reference books must be acquired by school libraries from time to time.<sup>298</sup>

The Committee further suggested that the school libraries should provide books on religious, historical and cultural heritage for background study as also books for pleasurable reading. This Committee, therefore, recommended that book grants for schools be enhanced suitably and that a per capita basis for annual book grants be adopted. The basis suggested was one book per capita of school population multiplied by Rs. 5/- as the average price of per book.<sup>299</sup> The Committee further recommended that book grant should cover the need for books, periodicals and also audio-visual materials and ten per cent of this grant, should be made expendable for contingencies viz. binding, insecticides, library stationery etc. The book grant including contingencies should be a separate item in the total school budget.<sup>300</sup>

It observed that schools established before 1947 carried much useless lumber in the form of out-dated and antiquated reference works and text books and worm-eaten books, most of them unusable because of the brittle or missing pages, a fraction of which could prove useful elsewhere to learned bodies interested in antiquarian studies.

298. Ibid.

299. Ibid.

300. Ibid.

301. Ibid.

The Committee therefore recommended that the Head Master be authorised "(i) to write off such unusable books and destroy them subject to information to, but not prior approval of the controlling authority, and (ii) to send a list of the rest of the books apparently useful elsewhere to the East Pakistan Central Public Library, Dacca, The East Pakistan Central Public Library may from time to time, prepare lists of discards and circulate it to institutions likely to need them. Free gifts to organisations should, ordinarily, be the basis of disposal. This step would immediately release valuable shelf-space of the already congested school libraries and at the same time fill in some gaps in the collection of research institutions. Thereafter, discarding would have to be a regular feature of school libraries at annual or longer intervals. The school library must be a current stream and not a stagnant pool".<sup>301</sup>

The Committee observed that Twenty-one pilot secondary schools had one librarian each in the salary scale of Rs. 110/- to 240/-. Schools other than these had to be satisfied with one teacher librarian each who was already taxed by a full load of teaching work. This obsolete idea of teacher-cum-librarian possibly worked in some fashion in a one tract school of the bygone days with an enrolment of around 300. The influx of students and diversification of course rendered the idea unworkable. Even the Third Plan objective such as "Regular fully qualified class teachers should be induced to take training in librarianship during vacations"<sup>302</sup> was not materialised. Even if trained, one teacher-librarian could not cope with the volume of work in the library of the over-populated school which could at best allow him

---

302. Ibid.

302. Pakistan. The Third Five Year Plan, p.194.

about three free periods in a week for library work. Even these three periods were often swallowed up by the teacher-librarian having to tackle the work of absentee teachers. Naturally his inner urge was to keep the library closed and to open one or two almirahs only when he could not help it. The "academic heart of the schools"<sup>303</sup> thus ceased to beat more often than not and the school library service became a mockery.

The Committee, therefore recommended the following minimum unit of staff for each Govt. high school with an average school population of 400. (a) One Librarian with H.S.C. plus Librarianship certificate as interim qualification test, the eventual test being a Bachelor's Degree plus Librarianship certificate, preferably a Diploma in Library Science. Scale: Rs. 200-375/-, selection grade Rs. 300-425/- for every 10th post. (b) One Book Sorter: Qualification test, that of the Record Supplier in Government service, scales Rs. 75-105 and (c) One Checkpost Attendant: Scale: Rs. 70-95/-.<sup>304</sup>

The school with an above average enrolment however would need one more hand, either a Library Assistant in the scale of Rs. 125/-250/- or, at least, a second Book Sorter. The Committee considered that the above mentioned staff was essentially needed for proper organisation and management of the school library and for introduction of limited open-shelf system and extended opening hours i.e. pre-or-post school. Unless the school library was properly organised and serviced, enhancement of book grant and the provision for adequate accommodation would serve no useful purpose. The Committee held that non-government schools

---

303. Pakistan. Report of the Commission on National Education, p.40.

304. Report of the East Pakistan Library Development Committee, p.6.

also should be induced to adopt the above staffing standard.<sup>305</sup>

The Committee painfully observing the poor status of the librarian recommended that Librarians with comparable qualifications or, in the interim period, nearly comparable qualifications, should have been equated with teachers in matters of status and salary scale and associated with planning of school programmes in order that they might cooperate with teachers with a sense of belonging to the team and help them on an informed basis in so far as those programmes related to book service for readers.<sup>306</sup> The Committee stated that the Librarian should be invested with sufficient authority to enforce library rules and discipline and for this administrative reason, he should be subordinated to none but the Head Master only. A Librarian without the required status would naturally feel diffident in bringing to the notice of the Head Master arrogant demands for more books than allowed to a teacher or in reporting failure to return long overdue books on the part of a section of teachers, present in almost every school and college, in total disregard of the rules which were framed with a view to protect the interests of all readers, students or teachers.<sup>307</sup>

It observed that Libraries require some specialised items of furniture and equipment which were almost universally absent in the school libraries. The predominant items in the libraries were almirahs, often very small, or of unnecessarily greater depth not good for library use and, even when made for library use, of disproportionate dimensions. Therefore, they were wholly or largely, useless and unsatisfactory and did not fit functionally in any organisational scheme. They caused wastage of floor space and set to naught efforts for functional shelving

---

305. Ibid.

306. Report of the East Pakistan Library Development Committee...p.7.

307. Ibid., p.7.

arrangements. They tended to obstruct light and ventilation etc. The Committee therefore, recommended that the old and sometimes monumental pieces of furniture be sold away or exchanged for new functional pieces of furniture made according to standard library specifications and, where needed, new or additional specialised items should be supplied.<sup>308</sup> All items deemed necessary by this Committee were listed with relevant specifications and estimated total cost.

The Committee considered that the executors of the development plan needed close and continuous briefing as to considerations of internal lay-out with special reference to the placing of book shelves, the position, height and width of windows, so as to ensure the utmost economy of floor-space without prejudicing the flow of natural light and ventilation.<sup>309</sup>

The Committee felt that there was a general lack of awareness on the part of school authorities regarding the role and place of school libraries and this lack of awareness led to lack of interest for development of school libraries. A large section of teachers, who were directly involved in preparing future citizens were vaguely aware of the contribution that a library could make towards supplementing their class room instruction and in developing an abiding interest in reading.<sup>310</sup>

The Committee, therefore, recommended that the libraries in schools should be given their proper place as recommended by the Commission on National Education so that they could become integral parts of school teaching. The education authorities should be wary in giving

---

308. Ibid.

309. Report of the East Pakistan Library Development Committee...p.7.

310. Ibid.

recognition to those schools which did not meet the prescribed minimum standard in respect of their libraries.<sup>311</sup>

To make sure that the school libraries were properly organised and serviced, it recommended that inspecting librarians in the Education Directorate both at the headquarters as well as in the divisions would be necessary. 'The school inspecting staff should be oriented in school library organisation and management so that while visiting schools they can take proper stock of the school libraries and assess their efficiency.'<sup>312</sup>

It was also suggested that 'Teachers' Training Colleges should include in their syllabus for training of teachers a course or a few extension lectures on Library Service so that the teachers might become library-minded and could motivate school pupils to develop reading habits to make the best use of the school library for their teaching Programme.

It considered that in respect of schools, Govt. and non-Govt. which came under development schemes, already implemented, a supplementary scheme for the improvement of libraries exclusively, if the other needs of the school concerned were already been filled, should be drawn up and implemented quickly. As regards the other schools which did not receive benefits under any previous development scheme, the Report stated that their library requirements should be included in the later schemes when prepared.

The financial implications of recommendations was Rs. 66,140/- per average school with an enrolment of 400 for the improvement of its library. The plan allocation necessary for the Fourth Plan period,

---

311. Ibid., p.8.

312. Ibid.

if all the then 3,108 High Schools were intended to develop in five years, would be Rs. 20,5563, 120/-.<sup>313</sup>

### College Libraries

While evaluating the College Library provision in the then East Pakistan, the Committee again considered the observation of the Commission on National Education and that of the Third Five Year Plan as its bases. The Commission had the following observations:

'...every college and university should have a library large enough and open long enough to act as a work-room...' library is at the very heart of the idea of the university and that the books with which it is stocked, the librarians who serve in it, and the kind of use which the students make of it should reveal the extent to which it is discharging its real functions as a powerhouse of learning... libraries are short of books, and the stocks they have are in many cases seriously out of date...Book selection is an exacting task, requiring teachers who are up-to-date in their subjects and willing to spend time and effort in advising the librarian in the best use of resources which will always be limited. The use made of the library will depend largely on the extent to which the teacher ... is able to stimulate and guide the reading of his students. Our libraries have languished because of our tendency to think of education as the memorisation of textbook and notes. If the teacher is to establish the true process of learning he will constantly need... take his students to the library. Students can not appreciate the true value of books unless they have ready access to them, are encouraged to move freely

---

313. The estimate was an utopian one. It was not at all possible for the then Govt. to establish or develop libraries in all the schools. It is not even possible for the Govt. to do it now.



among them, and are allowed to handle and consult them to decide which are most appropriate for detailed study. In introducing the open shelf system, discretion will have to be exercised because some books are scarce and expensive. Nevertheless, a formula must be devised which will make even scarce and expensive books readily available to meet the genuine requirements of students... if teachers were seen more frequently in libraries they would be able to set an example and to raise their tone'.<sup>314</sup>

The Third Five Year Plan echoed the above observations stating:

"Libraries in many colleges are in a sad state. The library is recognised as the heart of an educational institution. Major efforts are necessary to improve libraries. Open shelf system should be immediately introduced. There ought to be sufficient individual places in the libraries of attached study halls for the students to sit undisturbed and pursue their enquiries. Libraries and study halls be available to students till late in the night long after the college working hours. Time has now arrived when air-conditioning is demanded by institutions of higher learning. Libraries and study halls should be the first to be air-conditioned."<sup>315</sup>

The study of the situation by the Committee revealed that the condition of college libraries was much the same in 1969 as it was when the Commission had made its report in 1959 except one small improvement in the staff position which took place in 1968 in 22 out of 32 Government colleges. In that year the following new scales were sanctioned by the govt. of East Pakistan.

---

314. Pakistan. Report of Commission on National Education, p.40.

315. Pakistan. Third Five Year Plan...p.192.

(i) Scale Rs. 350-750/- (Gazetted) for Librarians of 12 colleges.  
 (ii) Scale Rs. 300-425/- (non-Gazetted) for Librarians of 10 colleges.  
 (iii) Scale Rs. 200-375/- for Sr. Cataloguers for 21 of the above colleges in lieu of previous scale of Librarian.—Rs. 125-270/- in larger colleges and Rs. 110-240/- in smaller ones. (iv) Scale Rs. 70-95/- for Book Sorters of 22 above mentioned colleges.<sup>316</sup>

The Committee found that the new scales mentioned above benefited only those 22 Govt. colleges which happened to be included in some or other on-going development schemes. Ten Govt. colleges would have to wait for their turn because of financial reasons.

The Committee classified the then existing selected Colleges into bigger, medium and smaller colleges and recommended the following library posts, salary scale along with immediate and ultimate expenditure:<sup>317</sup>

Bigger Colleges

Sl.No.	Designation	No.of post.	Scale proposed	Expenditure per annum	
				Immediate	Ultimate
1.	Librarian	1	Rs. 375-750/-	5,500/-	6,750/-
2.	Asstt. Librarian	1	Rs. 300-425/-	3,600/-	4,350/-
3.	Senior Cataloguer	1	Rs. 200-330/-	2,450/-	3,180/-
4.	Cataloguer	1	Rs. 145-275/-	1,740/-	2,520/-
5.	Library Assistant	2	Rs. 145-275/-	3,480/-	5,040/-
6.	Book Sorters	2	Rs. 75-105/-	1,800/-	2,110/-
7.	Check post attendant-cum-Bearer	2	Rs. 70-95/-	1,680/-	1,940/-
				Rs.20,250/-	Rs.25,890/-

316. The relevant Government Order sanctioning the scale is filed in the Directorate of Public Instruction, Govt. of East Pakistan.

317. Report of the East Pakistan Library Development Committee...p.7.

Medium colleges

Sl.No.	Designation	No.of posts.	Scale proposed	Expenditure per annu <sup>m</sup>	
				Immediate	Ultimate
1.	Librarian	1	Rs. 350-750/-	4,200/-	6,600/-
2.	Cataloguer	1	Rs. 200-330/-	2,400/-	3,180/-
3.	Library Asstt.	1	Rs. 145-275/-	1,740/-	2,520/-
4.	Book Sorter	2	Rs. 75-105/-	1,800/-	2,160/-
5.	Check post Attendant-cum- Bearer	2	Rs. 70- 95/-	1,680/-	1,980/-
				Rs. 11,820/-	Rs.16,440/-

Smaller colleges

Sl.No.	Designation	No.of post.	Scale proposed	Expenditure per an- num.	
				Immediate	Ultimate
1.	Librarian	1	Rs. 300-425/-	3,600/-	4,350/-
2.	Cataloguer	1	Rs. 200-330/-	2,400/-	3,180/-
3.	Library Asstt.	1	Rs. 145-275/-	1,740/-	2,520/-
4.	Book Sorter	1	Rs. 75-105/-	900/-	1,080/-
5.	Check-post- Attendant-cum- Bearer	1	Rs. 70-95/-	840/-	990/-
				Rs.9,480/-	Rs.12,120/-

The Committee observed that acute inadequacy of accommodation<sup>318</sup> was common to almost all the older colleges under Government. Reader accommodation in these college libraries was extremely inadequate while too many books had to be pressed into departmental collections in

---

318. Ibid., p.12.

charge of their respective heads who had neither staff to assist them nor any reading accommodation for staff or pupils. The Committee did not find any of these older college libraries having stack areas. As a result, current and non-current books jostled each other for space in the very cramped all-purpose library books. Well-established colleges were proud of rich and rare collections but 'could not boast of any real use made of them because of the absence of reader accommodation, good or bad and because rare book could not be lent out.'

The Committee was strongly of opinion that space difficulty in college libraries dictated a determined frontal attack. The college library, more so that of a degree college would have to grow rapidly. Its habitation would demand expansion at more frequent intervals than be generally supposed. The Committee therefore suggested certain specifications based on enrolment and other relevant factors, which might be adopted for both Govt. and non-Govt. colleges.<sup>319</sup>

The book grant of colleges was very inadequate in the opinion of the Committee. The Committee suggested a per capita basis to be adopted for both Govt. and non-Govt. colleges. For economy of cost, however the Committee recommended slightly lower grant<sup>320</sup> as shown below than what per capita basis worked upto:-

Rs. 15,000/- for the major colleges.

Rs. 8,000/- for colleges in the middle range.

Rs. 5,000/- for smaller colleges.

$\frac{\text{Rs. } 28,000/-}{3} = \text{Rs. } 9,333/-$  or say Rs. 9,000/- was the average,

319. Ibid.

320. Ibid., p.13.

adopted in order to work out financial implications. The Committee also recommended that a college with population below 600 should not have received less than Rs. 5,000/- as book grant for the simple reason that smaller population would not mean reduced subject demand for books.<sup>321</sup>

The Report listed necessary furniture and equipment<sup>322</sup> with brief specifications and approximate cost. The Committee recommended that the list be circulated among principals of colleges with necessary advice that when acquiring furniture and equipment for their libraries the authorities might treat this list as a guide line. The Committee also recommended that for procurement of standard furniture in exchange for outdated pieces or for filling gaps the colleges might be helped with amounts equivalent to the recommended book grant (i.e. Rs. 15,000/- Rs. 8,000/- or Rs. 5,000/-). For working out financial implications the Committee adopted Rs. 9,000/- as the average. They also recommended that Principals of Government Colleges be authorised to offer, if necessary, out-dated pieces of furniture in exchange for new ones.

A list of books which the librarian and his colleagues could need for use as tools should be always made available for day to day use. Reference books the Committee observed were not always available in the market nor available in bulk at any given time. It would therefore, not be advisable to give money for the titles to individual colleges and leave it to their option to procure some and omit some others. The Committee's recommendations on this subject<sup>323</sup> was that Govt. Should

---

321. Ibid., p.14.

322. Ibid.

323. Ibid.

sponsor the import of the titles and distribute them to colleges. All colleges would need the books irrespective of their size and hence the same provision would be made for all.

The Committee recommended two schemes for the exclusive development of libraries one for Government and the other for non-Govt. Colleges in the Fourth Five Year Plan.<sup>324</sup> As regards the development of public libraries, the Committee recapitulated the observation of the Commission on National Education of 1959, which had just one sentence about public libraries to record into report. The Commission said, "That 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; and that adequate provisions be made for the training and proper conditions of service of librarians for such centres".<sup>325</sup>

According to the Commission "to maintain" public libraries was the responsibility of local bodies in collaboration with social and welfare agencies (not named), but it was not very clear to which agency that part of the Commission's recommendation which related to the training of librarians and proper conditions of their service was addressed. No action could spring from such a recommendation.

It is on the pattern of British legislative tradition that the Bengal Local Self-Government Act charged local bodies with maintaining libraries as one out of a full list of duties.<sup>326</sup> But in the Library map of the then province, only three libraries, maintained by municipalities, were visible. They were (i) the Narayanganj Municipal

---

324. Ibid.

325. Pakistan. Report of Commission on National Education...p.220.

326. Lemesurier, H. Bengal Local Self-Govt. Handbook, 4th ed. Calcutta: Thacker, Spink, 1908, p. 120.

Public Library, (ii) the Chittagong Municipal Public Library and (iii) the Habiganj Municipal Public Library. The Northbrook Hall Public Library, which had a long and flourishing career,<sup>327</sup> happened to be the charge of the Dacca Municipality.

In the same tradition, the Basic Democracy Order, 1959<sup>328</sup> included "provision and maintenance of libraries and reading rooms" in the list of compulsory function of then District Councils and one of the functions of the Union Councils which were vested with powers of levying tax.

The British people themselves did not leave the matter at that. The British Parliament adopted several public library Acts for England,<sup>329</sup> Scotland and Wales. The Acts authorised the local bodies to levy a public library tax.

The Committee believed that a legislation was essentially necessary for satisfactory growth of public libraries and emphatically recommended to the Government of East Pakistan for the enactment of the Act for this purpose. The Committee pointed out, however, that mere enactment of a law would not produce overnight libraries of the necessary width and depth.<sup>330</sup>

---

327. Syed, M.A. Public libraries in East Pakistan, Dacca: Green Book House, 1967, p. 35.

328. Basic Democracy Order, 1959, Article 33(i) Fourth Schedule, Part 1, and Article 27, Third Schedule, Part 1. See also Afzal, Muhammad. Basic Democracies, Lahore: All Pakistan Legal Decisions, 1964, p.83.

329. Encyclopedia of Librarianship, London: Bowes and Bowes, 1966, p.258.

330. Need for public library development, Dacca: EPLA, 1966, p. 33.

The Committee then stated the picture of numerical strength<sup>331</sup> of public libraries and their distribution over the then province.

(i) Government libraries at Dacca, Chittagong and Khulna-3 (the 4th was then in the offing at Rajshahi).

(ii) Non-Govt. (main) libraries in receipt of Govt. aid:

At district headquarters	- 15	With 60
At Sub-Divisional headquarters	- 37	mobile
At Thana headquarters	- 25	centres

(iii) Non-Govt. (satellite)		mostly in
libraries in receipt of		Sub-Divisions
Govt. aid with two special		and Thanas.
libraries in town & rural		
areas	- 25	

Total= -105

Total expenditure<sup>332</sup> from the then Provincial revenues per annum for public libraries was as follows:-

For 3 Govt. public libraries	Rs. 2,27,000/-
For 102 non-government public	
libraries	Rs. 2,61,000/-
	<u>Rs. 4,88,000/-</u>

---

331. File maintained in the Office of the Officer on Special Duty for Library Development, Govt. of East Pakistan, Education Directorate, Dacca.

332. Ibid., p.19.



From the above facts and figures it is observed that the record of progress covering the years from 1954-68, a period of 14 years, was not very encouraging. It was, however true that Govt. initiative saved many old libraries from extinction, made improvements in their condition possible and encouraged some new growth. But still, the then Province did not find a network of public libraries however slender or weak that network might be. It was a question of strengthening the units at all levels and extending the net to cover all areas.

The Committee strongly recommended that district headquarters should each be served by a Government public library. This did not apply to headquarters of districts which had government libraries already functioning. The Government district libraries recommended by the Committee would create an infra-structure for the growth of public libraries. They would set the pattern of modern public libraries and might render assistance, technical and supervisory, to such growth. The Committee found that it was easier, for instance, to organise an orientation or training course for local library workers nearer home if a laboratory in the shape of a well-equipped library was available close at hand in each district headquarters rather than away in Divisional or Provincial towns. The aided units might continue as non-govt. libraries but their sites, buildings and traditions rendered modernisation difficult. Expansion in many cases was impossible. New Govt. units were therefore a necessity.<sup>333</sup> The Committee observed that the condition of libraries at Sub-Divisional Headquarters was

---

333. Report of the East Pakistan Library Development Committee...  
P.9.

even worse than the district libraries. Furthermore, the majority of the sub-divisional libraries was of a club-cum-library type and generally the club tended to swamp library activities. Pressure for eliminating noisy indoor games like ping pong and carrom from the one-room all purpose accommodation could have had only limited success. Card playing inside the library by the high-ups of the station often inhibited ordinary readers from using the library and robbed them of a sense of belonging, and the high-ups did not always favour admixture of people other than close friends for recreation.<sup>334</sup>

The Committee was strongly of the opinion that one Government library be set-up in each sub-divisional headquarters provided it had not one already as a district or divisional centre. The Committee also recommended that Govt. should pay for the cost of building, furniture and equipment and the cost of an initial stock of books for one library at each sub-divisional headquarter and bear 50% of its maintenance cost. For the other 50% the local bodies should be made responsible. Provincialisation should be the ultimate goal.<sup>335</sup>

The then Province had rural thanas, but libraries<sup>336</sup> in only 25 of them figured on the Education Directorate's list of aided libraries. This was a poor record in the 22nd year of the Partition trying to usher in a democratic society which needed bedrock of informed and intelligent citizenry. Growth out of local efforts seemed to be at

---

334. Ibid., p.8.

335. Ibid., p.15.

336. The Govt. of the People's Republic of Bangladesh have turned up ongoing scheme for establishment of Thana Public Library-cum-Auditorium.

a standstill. There was no budget provision available for giving capital grant for the establishment of public libraries, their expansion, improvement etc. Government grant per annum to thana libraries, which was around Rs. 1,200/-<sup>337</sup> per unit, was hopelessly insufficient for anything but bare existence. Records of these libraries show that they are still in an embryonic shape.

The Committee appreciated the Education Directorate's development scheme for bringing into being 100 library units in 100 selected thanas of the then province at an estimated cost of Rs. 30,40,000/-<sup>338</sup>. The thana library development project has been stated later in chapter V.

It was, undoubtedly an accredited scheme or effort on the part of the then government, which at long last was extended by the present govt. of Bangladesh.

The Committee recommended the targets of<sup>339</sup> the development programme for the Fourth Plan period as summarised below:-

1. Chittagong & Khulna Public Library(Govt.)	Rs. 25,00,000/-
2. District Libraries (Govt.)	Rs. 38,82,000/-
3. Sub-Divisional Libraries	Rs. 19,80,000/-
4. Thana Libraries	Rs. 50,00,000/-
5. Plus provision for capital grant of Rs. 2,00,000/- per annum for 5 years	Rs. 10,00,000/-
6. Plus enhancement of the provision for aid-giving by Rs. 1,00,000/-per annum for 5 years.	Rs. 5,00,000/-
7. Plus the cost of the Library Directorate as calculated by the D.P.I. in his proposal sent to Govt.	Rs. 2,75,000/-

Total:Rs.1,51,28,000/-

337. Report of the East Pakistan Library Development Committee...p.22.

338. Ibid. The project was included in the Second Five Year Plan. But the Shamsuzzaman Committee of the present Martial Law Govt. dropped it from ADP of 1982-83.

339. Ibid. .p.25.

Target for the next Plan period should be fixed after taking stock of actual and probable achievements during the Fourth Plan.

The Committee studied the structure of Library service in the then East Pakistan and submitted suggestions for improvement. The following were the suggestions on the classification of personnel<sup>340</sup> in different kinds of libraries.

A Classification of Library personnel:

1. Library Assistant Gr. II S.S.C.+ C.L.(Certificate in Librarianship  
(H.S.C+Lib.Expr.) Rs. 150-300/-
2. Library Assistant Gr.I H.S.C. + C.L. Rs. 250-550/-  
Librarian Class III
3. Librarian Class II. B.A. + Dip. Lib. Rs. 375-750/-
4. Librarian Class I
  - Gr.II. B.B.A.+ Dip. + Expr. Rs. 450-50-750-75-  
Or M.A.(Lib.Sc.) 1050/-
  - Gr.I M.A. (Lib.Sc.)+5 yrs.Expr. Rs. 750-75-1500/-
  - Spl.Gr. M.A.(Lib. Sc.) + 10 yrs.Expr. Rs. 1100-2000/-

It also recommended for Promotion to next available class/grade for those who improved their qualifications.

B. Position classification of Library personnel in various grades of Libraries:

1. All major libraries such as the then University Libraries, E.P.C.P.L., be headed by Librarians Class I Spl. Gr. (Rs. 1100-2000/-).
2. Institute Libraries such as those in Universities including Institute of Post-Graduate Medicine and major research organisation libraries such as those in A.E.C., C.S.I.R. etc.,

---

340. Ibid. The classification scheme of library personnel was a novel idea. It, if implemented would raise the status of library personnel of all grades.

Bengali Academy, Central Board for Development of Bengali, NIPA, PARD and Zonal Public Libraries at Chittagong, Khulna, Rajshahi, be headed, by Librarians Class I, Gr. I (Rs.750-1500/-).

3. Degree College libraries, Cadet College libraries, Pakistan Council Libraries, and Dist. Public Libraries (to be established by Municipalities) and libraries in autonomous bodies such E.P.S. I.C., E.P.W.A. P.D.A., E.P.I.D.C., etc. be headed by librarians Class I, Gr. II (450-1050/-).

4. All departments such as Acquisition, Cataloguing, Reference, Circulation, in libraries be headed by Librarians Class II (Rs. 375-750)

5. Libraries in Intermediate Colleges, Polytechnics, Textile and Ceramics Institutes, Institute of Leather Technology, and similar other Institutes offering training upto Diploma level, Govt. depts. libraries and Sub-divisional Public Libraries be headed by Librarians Class II (Rs. 375-750/-).

6. High School libraries, Technical and Commercial Institute Libraries and similar libraries be headed by librarians class III (Rs. 250-550/-).

C. Public Library System: The Committee recommended the establishment of a Directorate of Libraries, to be<sup>341</sup> headed by a properly qualified senior Public Librarian, as was done in the the then West Pakistan for control of the then Govt. Public Libraries and administration of Municipal Public Libraries at District and sub-divisional headquarters. The Committee recommended the following Cadre for East Pakistan Library service:

---

341. Ibid.

Here we find a clear mark of disparity even in the field of library development. The Directorate of Libraries in East Pakistan was never set up until 1981. Fortunately in 1982 a bigger and larger organisation i.e., Department of Public Library has been set up.

- (a) Class II                      Rs. 375-750/-  
 (b) Class I Gr. II                Rs. 450-1050/-  
    Spl.Gr.    Rs. 1100-2000/-

D. Archives: For the development of archives in the then East Pakistan the committee recommended enactment of legislation<sup>342</sup> for an Archives Authority<sup>343</sup> of East Pakistan (a statutory body). It also recommended the following staff and salary structure<sup>344</sup> for the Archives Office of then East Pakistan.

- |                             |                 |
|-----------------------------|-----------------|
| (a) Principal Archivist     | Rs. 1100-2000/- |
| (b) Dy. Principal Archivist | Rs. 750-1500/-  |
| (c) Archivist               | Rs. 450-1050/-  |
| (d) Junior Archivist        | Rs. 375-750/-   |
| (e) Archives Asstt. Gr. I   | Rs. 250-550/-   |
| (f) Archives Asstt. Gr. II  | Rs. 150-300/-   |

All these recommendations were subject to a provision that no legislation could (unfortunately) be passed and no library tax realised. Enactment and realisation of tax would materially alter the situation so far as expenditure from the then provincial revenues vis-a-vis local body income was concerned. The Committee further recommended that pending legislation,<sup>345</sup> the municipal bodies and basic councils might be required

---

342. The Archive Legislation for which the Committee recommended has been framed in Ordinance form by the Govt. of Bangladesh in 1983.

343. The Government of Bangladesh made provision for the establishment of permanent office for Archives in the Second five year Plan.

344. The Staff and officers of the Archive Office form a part of the staff of the Directorate of Archives and Libraries. This state of affairs is not satisfactory.

345. Unfortunately Library Legislation has not yet been enacted in Bangladesh.

to spend a certain agreed percentage of their income on public libraries.

It was for the first time in the history of the then East Pakistan, now Bangladesh, since Partition of India in 1947 that an expert Committee comprising of some library experts of the country was constituted by the then East Pakistan Govt. for evaluating the library needs, studying the library situation in the province and recommending the development plans for different types of libraries along with the standards of development. The observations of the committee were no doubt accurate and they portrayed more or less the real picture of the libraries. The recommendations of the Committee were comprehensive, pragmatic and suitable for the socio-economic conditions of the then East Pakistan.

The Committee quoted the lines of Commission on National Education and thereby showed that the condition of school and college libraries was deplorable. It thus recommended some very important points for the development of libraries in the then East Pakistan. Each and every recommendation was explained with logical arguments. The Committee recommended two schemes for the development of libraries both govt. and non-govt. for inclusion in the Fourth Five-Year Plan. Another unique feature of the Committee was that it recommended standards for books, furniture, number of staff for school and other types of libraries. But with the change in socio-economic condition of the country, many of the standards, recommended are obsolete and not applicable now. But the standards, recommended opened or enlightened our ideas about the requirement of staff, furniture, books etc. of different types of libraries. The Report did not comment and did not mention anything regarding university and special libraries. Many of the library development aspects namely library cooperation, union catalogue, documentation and bibliographical control and services were missed in it. But in spite of

all the weaknesses of the Report, it is to be admitted that it is by far the best and comparatively most comprehensive. Though the schemes were submitted to the Govt. for implementation, they were not implemented as Liberation movement started in 1970.

The Directorate of Education, Government of East Pakistan formed an Advisory Committee vide Memo No. 823-825-P dated 10.3.1970 issued by the Director of Public Instruction with Mr. Ahmad Husain, OSD (Library Development) as Chairman and two other members.

The order contained "as the Third Plan is drawing to a close we are required to formulate newly schemes for inclusion under the Fourth Plan commencing from July, 1970".<sup>346</sup> Thus the main purpose of the Committee was to gather newly schemes for inclusion under the Fourth Plan. The Committee was requested to submit their recommendations as early as possible covering the following:-

(a) Suggestion for improvement in respect of syllabus, curriculum and quality of library education. (b) A brief survey of the achievements in this field during the Second and Third Five Year Plans. (c) Targets and development to be set up for the Fourth Plan keeping in view the financial and other limitations. (d) Identification of major problems relating to library education and (e) Preparation of draft scheme for inclusion in the Fourth Plan.

---

346. East Pakistan, Education Directorate. Memo. No. 823-825-P. Dated 10-3-70. (Filed in Directorate's file.) (For official use only).



A sum of Rs. 500/- was made available to the Chairman for meeting expenses in respect of T.A. and D.A. of members from outside Dacca and conveyance charges of local members and other incidental expenditure. But unfortunately the committee did not work, for reasons, still unknown.

Proposal for library development by SPIL

The Society for the Promotion and Improvement of Libraries <sup>347</sup> (SPIL) Karachi, submitted a comprehensive plan for execution of the planned Projects under Library Service in Pakistan's Fourth Five Year Plan 1970-75. <sup>348</sup> The SPIL in reviewing the Draft of the Fourth Five Year Plan examined the recommendations which Pakistan's Planning Commission proposed in regard to the Library Service in Pakistan after making a survey through questionnaire. In order to collect data for the Report, the Society conducted the following surveys:-(i) Survey of libraries (ii) Survey of Library personnel and (iii) Survey of personal Libraries.

The surveys were conducted to assess the library needs during the Fourth Five-Year Plan period 1970-75. The findings of the survey were presented in the form of a memorandum to the Chairman, Education and Manpower Commission and Planning Commission, Government of Pakistan. <sup>349</sup> The guidelines defined libraries as an integral part of education at all levels. The levels of formal education were described as School, <sup>350</sup> College and University.

- 
347. The aims and objects of SPIL were to improve the then existing library facilities, to promote the establishment of public libraries to promote cooperation among libraries and to make provision for adult education through libraries in Pakistan.
348. Pakistan. Planning Commission. Fourth Five Year Plan (1970-75), Islamabad: Manager of Publications, 1970, p.167.
349. SPIL's Proposal for execution of the planned project under Library services in Fourth Five Year Plan: 1970-75, Karachi: SPIL, 1970, p.1.
350. Ibid.

The Society perceived that school was the foundation of educational planning of any country. Library services at school level were of utmost importance in order to augment reading habits among young generation.

The Society recommended the following points to improve the library situation at the school level and to build up a strong educational system in Pakistan: '(i) All the Directorates of Education in the country should be directed to appoint fulltime qualified librarians in the government as well as in private schools.(ii) To supervise library development and to provide professional guidance to the schools, a Library Resource Centre should be established in each Directorate of Education. (iii) A team of Roving librarians should be provided by the Resource Centre to formulate and maintain standards for school libraries. (iv) Library Resource Centres (LRC) should be developed as a Central Library of Directorate of Education with a large collection of books, periodicals, maps, charts, audiovisual materials, book mobiles and such materials and equipment which every school cannot afford to buy. (v) The Library Resource Centre should be responsible for preparing a graded list of books, for various levels of schools. It should also serve as centre of centralised acquisition, cataloguing and classification. (vi) Library Resource Centre being the biggest establishment in the Directorate and responsible for overall development in the region should be headed by a professional librarian of the rank of a Deputy Director.(vii) Every school should be asked to maintain a good library as per standards suggested and provide library service on modern lines to the teachers and the taught. (viii) school authorities should provide sufficient funds for active growth of the

library collection as per standards to be prescribed by the Library Resource Centre. 10% of the school budget should be earmarked for library services in the school. (ix) The School librarian should be granted faculty cadre and status in all respects. (x) A suitable part of the building in each school should be provided for library with sufficient seating arrangements.<sup>351</sup>

The Society observed that libraries of colleges affiliated to the Universities were not properly looked after. Some of the important recommendations in this regard according to the Society were:- "(i) The library should be treated as an integral part of the College teaching programme. (ii) It should possess well-stocked books with standard learning and research materials both for teachers and students. (iii) A full-time qualified librarian should be appointed with faculty cadre and status. (iv) The College library should be given due importance and sufficient funds allocated in annual budgets. (v) Proper professional and clerical assistance should be provided to extend reference and research facilities to the students and faculty members. (vi) Separate library building with sufficient accommodation should be made available for healthy and congenial atmosphere of reading and research. (vii) Library Resource Centre should also be responsible to provide professional guidance, centralized acquisitions, processing, assistance in audio-visual material and loaning out expensive equipment and requirements for teaching and research purposes. (viii) The Centre should also be responsible for formulating feasible standard of library services at college level. It should also prepare and circulate standard

---

351. Ibid.

lists of books in different subjects taught at college level. (ix) The Centre should also serve as clearing house of knowledge and exchange centre of intellectual material in co-operation with the university, public and other specialized libraries of the region and the country".<sup>352</sup>

The Society observed that : (i) University libraries were still neglected and were not being developed on proper lines; (ii) Paucity of funds was seriously affecting their growth and proper research facilities had not been developed as yet; (iii) Students and faculty members faced considerable hardship in their studies and research and the quality of research was suffering badly. As such the Society recommended that the library staff should be placed "at par with the faculty and similar cadre and status be given to them and special facilities and favours be given to universities in acquiring learning materials from other countries of the world".<sup>353</sup>

The Planning Commission recognized in clear terms the need for libraries in the sector of informal education and stressed strongly on the development of network of a Public Library in the country. It was stated that "if the country's millions are to be given lasting literacy, useful and interesting reading materials should be made available to them through establishment of a chain of libraries in small towns and villages".<sup>354</sup>

In view of the above statement the SPIL suggested a National Plan of library development on the following set up:-National library, Provincial Libraries, Divisional Libraries, District Libraries, Tehsil/Thana Libraries.

352. Ibid.

353. Ibid.

354. Pakistan. Fourth Five Year Plan, (1970-75), Islamabad: Manager of Publications, p.167.

In large cities the structure could be on the following lines:-  
Central Public Library, Branch Libraries, Book Mobile Service.

To run the National Library System in an organized manner the Society focussed that authorities should be developed at all levels with sufficient powers and responsibilities to supervise and control the overall development in their respective areas. The following pattern of library authorities was suggested:-

Library authorities

The Society recommended for a section of Library Affairs, headed by an Additional Secretary at the central Ministry of Education. The section should be responsible for overall development of National Libraries and the Public Library systems of the country.

To determine the actual needs and requirements of library facilities, and to develop a national plan of a network of library the Society recommended that a National Commission for Library Development should be constituted without further loss of time. Government rightly constituted a National Commission for Archives to preserve and to develop archival records in the country. Similarly the Government should establish a National Commission for Libraries.<sup>355</sup>

The Provincial library authority would be responsible in a true sense to implement the Central Government Plans and policies in their Provinces and supervise the overall development of library services. Its structure would be according to the Society on these lines:-

Chairman	...	Chief Secretary
Secretary	...	Provincial Librarian
Members	...	Secretary of Education, Secretary of Finance, Secretary of Local Bodies V.C's of the Universities and 3 Nominees of SPIL.

At provincial levels the Society suggested that Directorates of Libraries should be created to look after the proper development of provincial libraries. The Directorates should not only develop public libraries but also supervise library development in various divisions of the then provinces.<sup>356</sup>

The Provincial Library Authority in coordination with the Directorates of Libraries should be responsible for developing library authorities at various levels of the province. The Society suggested that a directive would be issued to all the Divisions, Districts, Tehsils/Thanas to create Library Authorities at their level in accordance with the clear policy of the Government in regard to library development. These would be headed by the Commissioner at Division, Dy. Commissioner at District and Assistant Commissioner at Tehsil/Thana level. The members of the Committee would be appointed at each level by the head of the authority. There would be at least three members of SPIL for professional advice and guidance at each level. In big cities Chairman, Municipal Corporation/Committee would be asked to constitute Library Boards/ Committees to develop systematic library services in their respective areas.

A team of Roving Librarians could also be provided at divisional level for supervising the working of the libraries at lower levels and standardization of library services.<sup>357</sup> The Society also recommended that libraries could be used as Adult Literacy Centres.<sup>358</sup>

---

356. Ibid.

357. Ibid., p.6.

358. Rose, Ernestine. The Public Library in American Life, New York: Columbia University Press, 1954, pp. 118-126. See also Johnson, Alvin. The Public Library-A people's university, New York: American Association for Adult Education, 1938, pp. 1-7.

Library finance

The Society suggested that the Library authorities suggested at various levels would take care of the financial matters of library development. They would be responsible for preparing library budgets of their own and get funds from the public exchequer. In addition these authorities should mobilize public opinion in favour of libraries and raise funds from philanthropists and public in general. There would also be a possibility of fixing a certain percentage in the revenue realized through taxation by the government for development of libraries.<sup>359</sup>

The Society observed that there were various departments in the government, semi-government and autonomous bodies where libraries were established but these were not being developed properly. The staff was unqualified, regular funds were not provided, collection was imbalanced and the superiors of the organization were less interested in its development. The Society recommended that these libraries should be treated like any other section of the organization, and be equipped with qualified staff, material and equipment.

To get advantage of the money, material, and manpower engaged in library services the Society recommended that in every organization, library committees should be constituted, which might serve as the library authority in the organization. The Head of the organization would be the Chairman, other heads of the sections as member and the Librarian as Secretary of the Library Committee. The Committee would be responsible for proper development of the library. Its duty would be to manage regular funds, develop balanced collection, appoint qualified staff and provide necessary materials and equipment for running the library as per standard of the organization.<sup>360</sup>

---

359. SPILL proposal...p.14.

360. Ibid.

### Library Education

The Society pointed out the paucity of trained librarians in the country. In this regard following suggestions were made: "(i) The Library Science Departments of the Universities should be extended properly and more full-time teachers be added. (ii) Proper materials and equipment should be provided to facilitate teaching on modern lines. (iii) Student enrolment should be increased and preference should be given to science graduates. (iv) Curriculum should be standardized with mutual consultation of Library Science Departments of other Universities of Pakistan. Stress should be laid on specialization in different fields by library science departments. (v) Ph.D. programme should be extended and supervised carefully to bring quality of highest rate. (vi) Refresher courses should be conducted for qualified librarians to orient them with new developments in the field.<sup>361</sup>

The Society observed that there were certain professional associations/institutions which conducted short courses for undergraduates. These associations/institutions did not have recognized or approved courses from any Library Science Department or Pakistan Library Association. It suggested that all the associations/institutions would be asked to get their courses affiliated with the Library Science Departments of the University in their region. Certificate courses should be standardized.<sup>362</sup>

As lasting reading habits among the students, at primary and secondary level was of utmost importance, so it recommended that the

---

361. Ibid., p.7.

362. Ibid.



teachers trained at Teachers' Training Institutions would be taught the organization and operation of library techniques and methods. It, therefore, suggested that a compulsory condensed course on Library Science be introduced in Teachers' Training Institutions to make all teachers familiar with the proper use of library materials and services.<sup>363</sup>

The Society noticed that most of the teachers and students did not know the techniques and methods of locating material and information in the libraries for their studies and research. They wasted their time unnecessarily due to the fact that they were not taught or explained at any stage of their formal education how a library would be used. It therefore, proposed that:-

"(i) A condensed course in Library Science should be introduced at undergraduate level as optional subject. Those students who intend to go for higher education or who wish to adopt librarianship as a career may get familiar with library organization and operations which will be helpful in their future study programme and professional career. (ii) Similarly at graduate level library science should be introduced as a subsidiary subject... In the long run this knowledge of library science will enable these students to conduct research conveniently and diligently".<sup>364</sup>

The Society observing the poor status of the librarians of libraries of all types of schools<sup>365</sup> recommended for the improvement of their position by equalising them with teachers by suggesting the following formula in respect of their professional qualification and experience.<sup>366</sup>

---

363. Ibid., p.8.

364. Ibid.

365. Ibid., p.10.

366. Ibid., p.11.

TeachersLibrarians

Matric and certificate in Education

Matric and certificate  
in Library Science

Inter and certificate in Education

Inter and certificate  
in Library Science

B.A., B.Ed. and certificate in Education  
M.Ed.

B.A., D.L.Sc.  
M.A.L.Sc.

Ph.D. in Ed.

Ph.D. In L. Sc.

The main idea behind this comparison was that librarians should be treated as teachers or faculty members and their cadre and salaries should be provided like teachers and all facilities of promotion and etc. should be given to them. It further recommended that as on the basis of increasing rate of enrolment of students in a school, more teachers were appointed in different subject areas, similarly the library and the library staff should be increased to keep pace with the increased needs and requirements of the teachers and the taught.

The Society also demanded that with the increase of students, books and the number of personnel in the college, the number of library staffs should commensurably be increased. Libraries should be treated as teaching departments and librarians as teachers on the basis of their qualifications.<sup>367</sup>

University Libraries

In Universities the Society observed that although the situation was a little better than colleges and other organizations, yet the library staff was not placed at par with the faculty members. It

---

367. Ibid.

analysing the comparative functions of librarians and teachers it remarked that librarians are 'teacher of teachers'.<sup>368</sup> In view of the job and services performed by the librarian, the Society suggested that the librarian at University level should be treated at par with faculty members and the same cadre, scales of pay and other facilities of promotion, etc., should be provided, which were given to the professors.

The Society observed that the developed and civilized countries called public libraries as the "Universities of the masses".<sup>369</sup> But the librarian of the public libraries were not given proper status in the then society of Pakistan. A teacher in primary school could go to the Headship. In University a lecturer on the basis of his qualifications, experience and research could become the Vice-Chancellor. Same is the case in any other organizations. So the Society recommended that a librarian should also be treated and be given equal chance of promotion to the highest rank. A librarian in a village library should be placed at par with a primary school teacher. Librarian at tehsil, district, and divisional library should be treated equal to secondary, college, university teacher respectively. The Provincial library which was treated as the biggest and the largest public library system of the then province should be regarded "as real University of the masses and its librarian should be placed<sup>ed</sup> equivalent to the rank, cadre and status of Vice-Chancellor of a University..". It was also suggested that the professional staff of the libraries "be

---

368. Ibid., pp. 13-14.

369. Johnson, Alvin. The Public Library-A people's university, New York: American Association For Adult Education, 1938, pp.1-80. See also Rose, Ernestine. The Public Library in American Life, New York: Columbia University Press, 1958, pp.177-186.

given due recognition and may be treated at par with teachers".<sup>370</sup>

In order to provide promising career and attractive service conditions, the Society recommended Library service or inclusion of the librarians into the Education service. It, therefore urged that librarians should be compared at each level with teachers in relation to their qualifications and experience and similar facilities of promotions and benefits be provided to them.

The Society observing the unhappy situation in most of the Departmental Libraries suggested that "qualified librarians would be employed in all departmental libraries and active collections built up to provide efficient research facilities to the employees of the organization".<sup>371</sup> Library in any organization should be treated like any other fullfledged department in the organization. When there was an increase in the staff of any department the authorities increased the material and equipment used by them. They also created higher positions and ranks to control and supervise the work of the department. On similar pattern the Society suggested that library collection and staff should be increased. If this balance was not maintained the research facilities would be reduced and efficiency of the library and the staff<sup>372</sup> would go down. The librarian should be treated as the head of the department of the Organization. The library staff should be provided with the chance of promotion.

The Society observed that librarians of special libraries also were not given proper place in regard to their cadre and scales of pay and other facilities. The Society so proposed that a librarian

---

370. SPILL proposals... p.14.

371. Ibid., p.15.

372. Ibid.

holding a professional degree should be placed at par with a research scholar who held similar degree in his field. As a scholar avails of the opportunity of promotion to a higher rank, similarly the librarian should also be provided similar facilities of promotion and increments etc. on the basis of his qualifications and experience.<sup>373</sup> In Civil Service, Foreign Service, Policy Service, Military Service etc. a person appointed in any scale is promoted to a higher rank, automatically if his work is satisfactory and reports are favourable. Similarly a librarian appointed in Non-Gazetted scale should be promoted to higher ranks. There should not be any "embargo for a librarian to enter into the Gazetted cadre from the non-gazetted scale".<sup>374</sup>

The Society for the Promotion and Improvement of Libraries prepared and submitted comprehensive plans as stated above in the foregoing pages to the government for execution in the Fourth Five Year Plan: 1970-75 of Pakistan. The questionnaire in the survey showed that the Society collected information on all aspects of all kinds of libraries. But the Report did not contain anything about the status of library services then being rendered by the libraries. The Report also did not say anything about the personal libraries in the then Pakistan.

The Plan in the form of Proposals covered the field of library development in formal and informal education. In the formal education the Society prepared the development plan for school library, college library and university library. In the informal education the Society

---

373. Ibid.

374. Pakistan. Fourth Five Year Plan...p.167.

prepared a scheme for network of public libraries namely National Library, provincial Libraries, Divisional libraries, District Libraries, Thana/Tehsil libraries. In the large cities the structure was on the following lines: Central Public Library-Branch libraries-Book mobile service. The Society also made detailed chalked out

plan for Library authorities which was novel and unique for smooth and rapid development of libraries and their efficient administration.

The Society surveyed the departmental libraries and submitted proposals for their development. It considered facilities for library education in University, professional Associations/Institutions and Teachers' Training Institutions and suggested ways and means for improvement. It suggested the introduction of Library Science Courses at graduate level.

The most striking feature of this Report was that it made detailed discussions on the then existing position of libraries, librarians and special libraries. It demanded suitable pay, rank, status and other opportunities like promotion etc. for librarian, "teacher of teacher" and public libraries, "universities of masses". These ideas were very good but lofty.

The Society tried to remove the then stagnant and frustrating position of librarians in each stage having no chance of lifts by suggesting very appropriate and pragmatic programmes of promotion. It suggested that the college librarian by promotion in course of time should be made principal. It also made lofty suggestions for appointing the librarian of the National Library as Vice-Chancellor of the University. In the present situations and circumstances these suggestions may seem to be utopian and impracticable. But if circumstances can be changed in the light of the implementation of the suggestions made by the Society, effective results would be produced in the field of education and culture.

But long before the implementation of the Fourth Five Year Plan, Bangladesh emerged as an independent state in the world map in 1971. But still we have much to learn and take lessons from the Report which gave special emphasis for the improvement of the power, position and status of librarians e.g., promotion and other facilities as enjoyed by persons of other services. Its recommendations for creation of Library Service like Education Service, Military Service, Police Service will ever be the source of incentive and inspiration for librarians of Bangladesh and other developing countries.

Development of libraries as reflected in Pakistan's Fourth Five Year Plan(1970-75)

In spite of lapses and deficiencies in Library Development Planning, it is for the first time in the history of Library development in Pakistan that the Third Five Year Plan effected the development of some very important projects namely East Pakistan Central Public Library, District Public Libraries, Sub-Divisional Public Libraries etc. As such govt. and library community felt inspired by the plans and proposals for a network of library services in Pakistan. East Pakistan Govt. setup a Committee namely East Pakistan Library Development Committee for evaluating the library situation and focussing in the form of recommendation the fields required to be developed in the Fourth Five Year Plan. On the other side, the Society for the Promotion and Improvement of Libraries (SPIL) of West Pakistan in the same way analysed the entire library situation and recommended the most essential and neglected sides of library<sup>for</sup> development for the whole of Pakistan to be incorporated into the Fourth Five Year Plan. The Fourth Five Year Plan analysing the above suggestions/proposals recommended a series of efforts and endeavours for library provisions during the Fourth Five Year Plan.

Apart from the sophistication of the process and the technical details involved in formulating a development plan, consensus of people who are to be affected by it is an important element in the success or failure of a plan. With this objective in view, the Planning Commission appointed in February 1970, a number of Advisory Panels to comment upon the programmes and policies suggested in the Outline of the Fourth Five Year Plan. In all 21 Panels were constituted with a membership of over 300.<sup>375</sup> The advice rendered by the Panels were of immense value to the Planning Commission in the finalization of the Fourth Plan. The Advisory Panels gave emphasis on:

"(a) greater emphasis on social justice; (b) substantial reduction in the economic disparity between the various regions of the country; and (c) estimates of resources, both internal and external, for a larger development programme."<sup>376</sup>

The Panel on education and training which was constituted by the Planning Commission comprised of 29 members.<sup>377</sup> Its duty was to assist the Planning Commission in appropriately handling the problems and suggesting the requirements for education and training.<sup>378</sup> It is noticed that there was not a single person with any background in librarianship in the Panel, who could raise the problems of library development in the then Pakistan.

---

375. Pakistan. Planning Commission. Report of the Advisory Panels for the Fourth Five Year Plan: Vol. I, Islamabad: Manger of Publications, 1970, p.6.

376. Ibid., p.17.

377. Pakistan. Report of the Advisory Panels for the Fourth Five Year Plan (1970-75), Vol. II, Islamabad: Planning Commission. 1970, pp.295-300.

378. Ibid., p. 295.



The Fourth Five Year Plan (1970-75) was formulated at a very critical juncture in the Pakistan's history. Many of the basic premises on which country's political, economic and administrative arrangements were based over the past two decades, were in the process of continuous re-examination and modification. The Fourth Plan constituted a major test of the nation's will to continue with the task of economic development under difficult circumstances and to combine it with the ends of social justice.

With the revival of political life, the development strategy of the Fourth Plan was implemented within the new political and social framework that emerged after the elected representatives of the people assumed administrative responsibilities. Its basic aim was to ensure social justice to every citizen of Pakistan and to remove the sense of deprivation and hardship from all parts of the country.<sup>379</sup>

The socio-economic objectives of the Fourth Plan were:

(a) "to maintain the tempo of development in the country through a determined effort to secure the maximum and most efficient utilization of our material and human resources; (b) to reduce the inter-regional and intra-regional disparity in per capita income; (c) to make the economy increasingly self reliant in most essential fields; (d) to move towards a viable synthesis between the claims of economic growth and social justice through the pursuit of pragmatic policies, and (e) to direct the process of economic and social change towards the establishment of a just society."<sup>380</sup> The programme in the

---

379. Pakistan. Planning Commission. The Fourth Five Year Plan: 1970-75, Islamabad: Commission, 1969, p.1.

380. Ibid., p.19.

education sector of the Fourth Five Year Plan were designed within the broad framework of the New Education Policy.<sup>381</sup> The Plan recognised that library was an integral part of education at all levels and education imparted in formal institution and outside should necessarily be supplemented and augmented by reading habits.<sup>382</sup> It noticed that "while library service in Pakistan are extremely inadequate, many of the existing libraries remain unutilised due to non-availability of graded books, specially in national languages, absence of trained librarians and paucity of sufficient funds."<sup>383</sup> So the Commission recommended that the following measures be adopted for organising proper library service in the country:

(a) " on going projects such as public libraries at Chittagong, Dacca, Rajshahi, National Libraries at Islamabad and Dacca and development of Liaquat Memorial Library at Karachi be completed; (b) to establish during the Fourth and subsequent Plans a network of rural libraries throughout the country to provide reading facilities to the public in general; (c) to provide the adult education centres with the opportunity of reading materials of the rural libraries; (d) to provide funds as library grants to educational institutions by the provincial Governments; (e) to reorganise and suitably strengthen the Directorate of Archives and Libraries to offer necessary guidance to the Provinces for better organisation and promotion of library services; (f) to expand the training facilities for librarians for employment in the rural and urban libraries ; (g) to start well-stocked

---

381. Ibid., p.143.

382. Ibid., p.167.

383. Ibid.

library with an attached reading room for every District School by the District School authority/local body; (h) to start library at thana tehsil level; (i) to start the arrangement of borrowing facilities of books among the libraries for a definite period; (j) to charge a team of roving trained librarians for the organisation of library service in the country;<sup>384</sup> (k) to make provision for Juvenile literature such as fiction, adventure, folk-literature, periodicals and journals for young readers. The attraction of young readers for cheap foreign books, comics and sex magazines must be replaced by healthy and graded juvenile literature".<sup>385</sup> Moreover the Commission recommended the establishment of a "chain of libraries in small towns and villages" for providing useful and interesting reading materials to the country's millions with a view to give them the "lasting literacy".<sup>386</sup> It also recommended the establishment of mobile libraries in rural areas "to create reading habits among masses",<sup>387</sup> and "for the development of extensive library service" in Pakistan and providing funds.<sup>388</sup>

---

384. Ibid., pp. 167-168.

385. Ibid., pp. 168-169.

386. Ibid., p.169.

387. Ibid.

388. Regional Allocation of Public Development Expenditures in the three planned periods (million rupees)

	<u>Actual allocation</u>		<u>Planned allocation</u>	
	First Plan 1955-1960	Second Plan 1960-1965	1965-66	Third Plan 1965-70
East Pak.	3320	6210	1421	16000
W.Pak.	5940	7790	1782	14000

Source: MacEwan, Authur. Development Alternatives in Pakistan A Multi sectoral Analysis of Planning Problems, Cambridge: Harvard University Press, 1971. p.148. See also Mahbubul Haq. The strategy of Economic planning: A case study of Pakistan, Karachi: O.U.P. Pakistan Branch, 1963, pp.92-123.

The Fourth Five Year Plan constituted a major test of the nation's will to continue with the task of economic development under the then existing difficult circumstances. From the standpoint of library development in Pakistan it was a very important document. In this connection two very important Plans namely SPIL Report prepared in the then West Pakistan and Library Development Committee Report, prepared in the then East Pakistan were prepared for incorporating them into the Fourth Five Year Plan. These two Reports have been elaborately discussed in other places of this work. But unluckily the important points of these Reports were not incorporated into the Plan proper. The Commission's observations about the conditions of libraries prevailing in the then Pakistan were more or less accurate. In comparison with other three Five Year Plans prepared in the past in Pakistan from 1955, the Fourth Five Year Plan gave greatest emphasis in library development. Network of libraries, libraries for the rural people, libraries for adult education centre, libraries at schools, mobile libraries, roving trained librarian, book-selection, reading habits, all these aspects and topics received due emphasis in the Fourth Plan. But before the execution of the Plan, Bangladesh emerged as an independent country.

Although library development planning from 1947 to 1971 was full of lapses, deficiencies, inconsistencies and incoherence, it must be admitted that it was the period in which the spirit for Library Development was created and generated for the first time in the history of library development in this part of the world. Planning mechanisms, processes and stages may not be wholly workable and functional but there is no denying the fact that many important projects, schemes etc. were taken up at least on files. Those projects were not imple-

mented due to lack of feasible plans for implementation, library development agencies, political stability, economic solvency, proportion and status of librarians, reading habit of people, library oriented education and co-operation of people etc.

In the absence of Library Commission/Library Development Agency the bureaucrats exercised their great influence in shaping the destiny of libraries in the country. Historians, in order to find out the historical development of library situation of Bangladesh, if and when fully developed, must consider this period to find out the base. At the same time one should bear in mind that Pakistan was broken into two pieces among other reasons due to economic disparity which created hatred and the germ of disintegration specially among the people of East Pakistan. This economic disparity was also visible in field of library development.

### Developments

After the birth of Pakistan in August, 1947 East Bengal (now Bangladesh) was found comparatively sadly off in respect of library resources except for the fairly good-sized Dacca University library and 5 college libraries (Dacca College, Chittagong College, M.C. College, Sylhet, Rajshahi College and Jagannath College, Dacca). There was no special library worth mentioning here. Public library services in some handful of public libraries were most negligible. There was no scope of library education in the then East Bengal.

Under such situation library development planning and movement started right from 1947. In this chapter we have discussed 4 Five-Year National Plans along with some other reports of Committees/

Commissions which more or less focussed the need for the development of libraries in the whole of Pakistan. Many of the recommendations were valuable. Due to factors stated in the chapter, many of the important recommendations were not materialised. Government executed some of the Schemes/Projects for the development of libraries. As a result of all these attempts during the long 26 years at the end of Pakistani Rule in 1971 the following developments were visible. There were 6 University Libraries viz. (i) Dhaka University; (ii) Rajshahi University; (iii) University of Engineering and Technology (iv) Agriculture University, Mymensingh; (v) Chittagong University; and (vi) Jahangir Nagar University. No separate library building for Chittagong University Library and Jahangir Nagar University Library was available.

There were 84 technical, engineering, medical, agricultural, poly-technic and other vocational and training institute libraries and 82 Intermediate and degree college libraries (govt. and non-govt.). Except a few pilot and multi-lateral schools, no school library worth the name was developed.

The public library picture was:

(i) 1 Govt. Public Library at Dhaka, (ii) 2 Govt. Public Libraries at Chittagong and Khulna, (iii) 115 non-government public libraries, of which 54 had mobile library units, (iv) 5 Pakistan Council libraries-one each at Dhaka, Chittagong, Rajshahi, Mymensingh and Khulna, (v) 61 BNR Information Centres, (vi) 3 British Council Libraries-one each at Dhaka, Chittagong and Rajshahi and (vii) 4 USIS Libraries-one each at Dhaka, Chittagong, Mymensingh and Rajshahi.

Besides Academic and Public Libraries, there were around 80 special libraries attached to various government and semi-government departments, learned societies, research institutions, professional associations,

press, business, industrial firms etc. Among them the Cholera Research Laboratory Library, Atomic Energy Centre Library, Council of Scientific & Industrial Research Library, Jute Research Institute Library, Rice Research Institute Library, Institute of Development Economics Library etc. were mentionable. In respect of National Library, a plan for the establishment of a Central Library at Dhaka as a counterpart of the National Library at Islamabad was envisaged.

Prior to 1947 Library training facilities were nil in this area. The fullfledged Department of Library Science offering Diploma and M.A. Degree was instituted in the University of Dacca in 1962. A certificate courses was introduced by the East Pakistan Library Association right from 1958 for training para-professional hands. Some short courses were also conducted by Fulbright scholars and Education Extension Centre,<sup>389</sup> Dacca. As a result trained librarian which was unthinkable prior to 1947 was appointed in some libraries. Collection, standard of library services, status of the librarians and number of clientele were improved. Modern technicalities of the art of librarianship were tried to be introduced with some success. The following four tables will show the situation of all types of libraries including the then available facilities for library training prior to the emergence of Bangladesh.

---

389. Hossain, Sarwer. "Library Education in Bangladesh: Yesterday and today" UNESCO Journal of Information Science, Librarianship and Archives Administration Vol. II No 3 July-September 1980, pp. 180-182.

Table I  
Table showing the position of 14 Dist. Public Libraries in the then East Pakistan (Non-Govt.) 390

1 Name of Lib.	2 Date of Estd.	3 Annual Budget 1968-69	4 Grant received from Govt. 1968-69	5 Grant received from Dist. Council 1969-70	6 Other sources of income	7 Whether run by trained Librarian	8 No. of staff.	9 Book Stock 1968-69	10 Remarks			
		Rs.	Rs.	Rs.								
Woodburn Public Library, Bogra.	1854	23304.50	25308.00	7500.00	1000.00	8000.00	yes	5	15000	15500	Own build.	
K.N. Hall Public Library, Dinajpur	1931	45545.55	53582.50	8300.00	8560.00	1500.00	1200.00	no	8	24629	25621	Own build.
Kushtia Public Library, Kushtia.	1910	29550.50	30950.00	7500.00	7500.00	-	100.00	yes	5	4250	5250	Building under construction.
Barisal Public Library, Barisal.	1854	22521.00	25210.00	4000.00	4000.00	100.00	50.00	no	5	7106	8105	Own build.

390. Office of the Officer-on-Special Duty for Library Development, Education Directorate, Ministry of Education, Govt. of East Pakistan, Dacca (as in 1970).



1	2	3	4	5	6	7	8	9	10			
Quaid-e-Azam Memorial Library, Faridpur	1950	13140.80	18990.00	4000.00	6000.00	500.00	4200.00	no	7	12203	12503	Building under construction
Jessore Public Library, Jessore.	1854	35145.85	37541.00	6500.00	8000.00	4000.00	15378.00	no	4	13220	1350	Own building
Chittagong Municipal Pub. Library, Chittagong.	1904	33500.00	35500.50	7000.00	7000.00	500.00	350.00	no	5	12522	12722	Municipal building
Muslim Institute Library, Mymensingh	1931	67762.39	67762.39	6000.00	6000.00	150.00	100.00	no	4	8485	9485	Building
Noakhali Town Hall & Public Library, Noakhali	1897	49450.00	8268.80	7000.00	7000.00	100.00	78.00	yes	3	6195	6295	Town Hall building
Ananda Gobinda Public Library,	1890	17520.00	17825.00	6500.00	7000.00	100.00	100.00	yes	5	11640	11850	Own building
Jinnah Islamic Institute	1948	10207.40	13375.00	8500.00	8500.00	-	25.00	no	4	7556	7656	Building

	1	2	3	4	5	6	7	8	9	10		
Rangpur Public Library, Rangpur.	1854	29983.45	37505.85	11800.00	12500.00	400.00	200.00	no	6	10871	10985	Own building
Central Muslim Sahitya Sangsad, Sylhet.	1936	20150.00	24550.00	2000.00	2000.00	100.00	200.00	no	3	25069	25569	Own building
Bir Chandra Public Library.	1885	20391.00	23050.00	7500.00	8000.00	3000.00	100.00	no	5	12500	12731	Own building

Table-II

Position of 15 sub-divisional Public Libraries in the then East Pakistan 391 (Non-Govt).

Name of Lib. Estd.	Date of 1968-69	Annual Budget 1969-70	Grant received from Govt. 1968-69	Grant received from Dist. Council, 1969-70	Other sources of income	Whether run by Librarian	No. of staff	Book Stock 1968-69	Own building			
1	2	3	4	5	6	7	8	9	10			
Bhola	1926	4616.46	9720.84	1600.00	1600.00	700.00	252.87	no	3	1778	1880	Own building

391. Office of the Officer on Special Duty for Library Development, Education Directorate, Ministry of Education, Govt. of East Pakistan, Dacca (as on 1970) and also the official files of central public Library, Govt. of the then East Pakistan.

1	2	3	4	5	6	7	8	9	10		
Cox's Bazar... Institute- cum-Public Library, Cox's Bazar.		12500.00	13200.00	2500.00	2500.00	2500.00	100.00	3	4525	4825	Own building
Narayanganj Municipal Public Library, Narayanganj.	1929	6125.50	8221.00	1000.00	1000.00	5500.00	100.00	2	5051	5251	Municipal Building.
Manikgonj ... Public Library, Manikgonj.		17388.48	23148.00	2500.00	2500.00	1000.00	1000.00	3	4222	4422	Own building.
Woodhed Public Library,		11300.00	12500.00	1500.00	1500.00	100.00	100.00	3	3500	4000	Own building.
Sub-divi- sional Public Library, Kishoregonj.	1959	16900.00	18323.00	1000.00	1000.00	2400.00	600.00	3	8640	8840	Own building.
Sub-divi- sional Public Library, Tangail.	1958	8550.00	10000.00	3100.00	3100.00	100.00	100.00	3	5172	5872	Own building.
Sirajgonj Public Library, Sirajgonj.	1882	1000.00	10107.00	1800.00	1800.00	...	...	3	2464	2572	Own building.

1	2	3	4	5	6	7	8	9	10			
Co-operative Public Library, Naogaon.	1921	5970.94	8028.06	1600.00	1600.00	550.00	500.00	no	4	2718	2918	Building
Natore Recreation Club and Library, Natore.	1926	3555.43	6283.98	1500.00	1500.00	...	75.00	no	2	2062	2263	Building
Nilphamari ... Public Library Nilphamari.	...	4756.00	5570.00	2000.00	2500.00	200.00	150.00	no	2	3705	3805	Building
Habigonj Municipal Public Library, Habigonj.	1955	11537.72	11992.68	5500.00	5500.00	500.00	2125.00	yes	3	5450	5850	Building
Sunamgonj ... Public Library, Sunamgonj.	...	3500.00	3675.00	3000.00	3500.00	...	500.00	no	3	7002	7550	Building
Brahmanbaria Club and Public Library, Brahmanbaria.	1965	5169.13	9260.00	2600.00	3100.00	...	...	no	3009	3590	3590	Building
Chandpur ... Town Hall and Library, Chandpur.	...	5005.37	5165.62	1000.00	1500.00	...	...	no	3	2876	2976	Building

Table III  
392  
Position of book stock in East Pakistan at a gla

Category of Libraries	Category of Libraries					Public * Grand Total
	University	University Inst.	Colleges	Total School	Special	
1. Number of National Libraries	6	3	286	294	3632	4526
nil						

2. Collections 6,25,000 35,000 5,00,000 9,60,00 20,00,000 1,96,970 40,08,084

\* East Pakistan had about 353 public libraries but here only those libraries which were getting financial supports from Govt. or local bodies and giving free reading facilities to the public were included.

392. Khan, M.A. "Public Library Situation". The Eastern Librarian, Vol. V, No. 3 and 4, 1971, p.171.

Table IV

Library Education<sup>393</sup>

Name of institution	Status of training	Classification of Course	Date of Estd. Period	Total
1. Department of Library Science University of Dacca	Post Graduate level one year	1) Diploma 11) M.A.	1959 1962	217
2. East Pakistan Library Association, Dacca	Under-Graduate level	Certificate	1958	189
3. Education Extension Centre, Dacca	Short courses for school librarians and cataloguers for college libraries.	Certificate	1963	100

393. Office of the Officer on-special Duty for Library Development, Education Directorate, Govt. of East Pakistan Files of the East Pakistan Central Public Library, Dacca and the Files of the Dept. of Library Science, University of Dhaka.

### Evolution of Planning agencies in Pakistan

We have discussed in the foregoing pages of the chapter National Five Year Plans along with Reports of the Committees and Commissions with special reference to the development of libraries as reflected therein. The Planning agencies behind the National Five Year Plans were simply referred to. Their composition functions, branches, duration etc. were not discussed. But they justifiably require elaborate analysis in order to find out their evolution, functions, position, division, branch and section. The size and power of each and every agency had corresponding impact on the nature of planning. So the following evolutionary history will throw some light on the planning agencies of Pakistan.

Economic planning, although found in rudimentary form in the teachings of early socialists, has its origin, as far as free societies are concerned, in the economic depression of the thirties and the large scale successful mobilisation of resources for the conduct of the Second World War.<sup>394</sup> The concept of planning gained publicity in the late twenties when Russia prepared its First Five Year Plan in 1929. This period coincided with the Great Depression and mass unemployment which had affected the world at large. The worst hit were the advanced industrialised nations of the West. The United States had 12 million people on roll who had no jobs, Germany had six million and the United Kingdom over two million unemployed.<sup>395</sup> While the free societies had been experiencing a catastrophic fall in effective demand and the consequent unemployment and mass misery, there was

---

394. Sachdeva, D.R. and Sogani, Meena. Public Administration: Concepts and Application, Vol. I, New Delhi: Associated Publishing House, 1980, p. 251.

395. Quereshi, Anwar Iqbal. Pakistan Marches on Road to prosperity: 1959-64, Lahore: Ferozsons, 1965, p.1.

no unemployment in the Soviet Union. The credit for this exceptional feat was given to economic planning which aimed at utilising Russia's vast economic resources which remained untapped.

#### Perspective of Planning

Among the free societies, the United States is the pioneer in Planning. Attempts in planning with a view to reducing unemployment, warding off depression and reviving economic activity were started with the New Deal experiments in 1934 when Franklin D. Roosevelt ascended to the presidency.<sup>396</sup>

These experimentations in the U.S.A. followed the publication earlier in 1932 of Lord Keynes' famous pamphlet, Means to Prosperity. Its theme was the same which President Roosevelt had set before himself while evolving the New Deal-elimination of unemployment by the initiation of large-scale public works programme. The same thesis was developed elaborately by Keynes in his famous book, The General Theory of Employment, Interest and Money.<sup>397</sup> The Second World War necessitated the diversion of resources from the civilian sector to war efforts. The successful purposive direction of economy during the war laid the foundation of planning which developed later into normal peace economy. The war experiment in mobilisation of resources led to the desire to create conditions of full employment after the war and better utilisation of resources. In underdeveloped countries,

---

396. Burns, James Mac Gregor. Roosevelt: The Lion and the Fox, New York: Harcourt, Brace and company, 1956, pp. 46, 117, 130-40. See also Per Kins, Frances. The Roosevelt I knew, New York: The Viking Press, 1946, pp. 166-176. According to Roosevelt the "New Deal" meant the forgotten man, the little men, the man nobody knew much about, was going to be dealt better cards to play with.

297. Keynes, John Maynard. The general theory of unemployment, Interest and Money, London: Macmillan, 1939, various pages.



a stimulus to this desire was received from movements of political independence. In Indo-Pakistan sub-continent the idea of planning had become familiar long before independence was actually achieved.

As early as 1938, the Indian National Congress had formed a strong Planning Committee under the presidentship of Mr. Jawaharlal Nehru which set up a large number of sub-committees to assess resources and chalk out a pattern of development for the sub-continent.<sup>398</sup> During the war, another committee was formed which included famous economists and businessmen, like Mathai and Birla.<sup>399</sup> This committee attempted to lay down targets, fix priorities and provide a broad plan, though not a blueprint, for national economic development. A few years later the All-India Muslim League<sup>400</sup> also appointed a Planning Committee which was directed to formulate a plan of development for the Muslim majority areas of the sub-continent.

Shortly before the end of World War II, the Government of British India created a Department of Planning and Development<sup>401</sup> to prepare development projects which could be carried out after the

- 
398. Indian Annual Register-July-December 1938, Vol. II, Calcutta: The Annual Registrar Office, pp.303-304.
399. Kabadi, Waman, P.ed.Indian who's who 1937-38, Bombay: Yeshanand and co., 1937, pp. 97-98, 439.
400. Rajput, A.B. Muslim League-yesterday and Today, Lahore: Muhammad Ashraf, 1948, various pages. See also India. Civil and Military gazettee, June 12, 1936. Star of India, June, 12, 1936.
401. Qureshi, B.A. Industrial Planning for Pakistan, Karachi: Ferozsons, 1948, p.8. See also Pakistan. Development Board. Pakistan Development schemes. (Approved between January 1948 and Feb. 1950.

War. In response to this Department's invitation, the Provincial Governments of undivided India prepared many projects which were to be executed with the aid of Central Government loans or grants. Before action on these projects could be taken, Partition of the country occurred, and when Pakistan was established in August 1947, its States and Provinces had available stock of projects which had been prepared before independence.<sup>402</sup> Despite the formidable difficulties faced after Partition, the Government gave almost immediate attention to these projects and to the problems of development. Early in 1948, a Development Board<sup>403</sup> was established with authority to coordinate development plans, recommend priorities, watch the progress of development projects and make periodic reports to the Cabinet on the progress of development projects.<sup>404</sup> At the same time the Government also created a Planning Advisory Board<sup>405</sup> composed of officials and representatives of the private sector, to advise the Government on matters relating to planning and development, review progress in implementing plans, educate the public regarding the necessity for projects to be undertaken and provoke public cooperation of the development effort.

---

402. Callard, Keith. Pakistan; a political study, New York: Macmillan, 1957, p. 355. See also Philips. C.H. and Wainwright, Mary Doreen. The Partition of India. London: George Allen and Unwin. 1970, pp. 252,270,-71.

403. Pakistan. First Five Year Plan: 1955-60, Karachi, 1958, p.8.

404. Waterson, Albert. Planning in Pakistan, p.8.

405. Ibid.

The Development Board and the Planning Advisory Board<sup>406</sup> were at first administratively responsible to the Cabinet Secretariat of the Government of Pakistan, but after March 1948, when a separate Ministry of Economic Affairs<sup>407</sup> was created to coordinate the planning and economic activities of the various ministries, they were transferred to that Ministry. Planning in Pakistan received added impetus when, in May 1950 member countries of the then newly formed Colombo Plan for Co-operative Economic Development in South and Southeast Asia, agreed to prepare co-ordinated six-year development plans to begin in mid 1951. Pakistan's Six Year Development Programme<sup>408</sup> for July 1951 to June 1957 was compiled in three months and incorporated into the Colombo Plan in September 1950. The Government set up new planning machinery named Economic Council in January 1951 to implement the six Year Development Programme.<sup>409</sup> The Planning Advisory Board was abolished and the Development Board was replaced

---

406. Address of the Prime Minister, Record of the first Meeting of the Planning, Advisory Board, p.2.

407. It coordinated planning activities and acted as planning secretariat to various planning bodies. Plano, Jack C. and Olton, Roy. The International Relation Dictionary, New York: Holt, Rinehart and Winston, Inc. 1969, pp.18-19.

408. Pakistan Education Division. Six Year National Plan of Educational Development, Karachi: Manager, Govt. Press, pp.3-9.

409. Government set up an Economic Council, a planning Commission and a number of sub-commission replacing the earlier Development Board, the Planning Advisory Board and the Economic Committee of the cabinet.

by a Planning Commission with 20 members.<sup>410</sup> Besides the planning Commission,<sup>411</sup> an Economic Council<sup>412</sup> as stated earlier was created. A Planning Wing in the Ministry of Economic Affairs acted as Secretariat for both the Planning Commission and the Economic Council.<sup>413</sup> From the beginning, each Province had its own planning machinery. The Planning Board, as an agency of the Central Government, had no legal control over planning agencies of developmental activities in the Provinces. In practice, however, the Planning Board could greatly influence<sup>414</sup> provincial development since the Provincial Governments depended on the central Government for funds to finance most of their development programmes. East Bengal, later East Pakistan, began in 1948 with an organization incorporating: (a) a Cabinet Development Committee composed of Provincial Ministers of departments concerned with development and with the Chief Minister as Chairman. Other ministers acted as temporary additional members when their projects were discussed; (b) a Development Board, composed of Secretary of the Finance Department, the Secretaries of development departments and the Chief Secretary of the Provincial Government

---

410. Waterson, Albert.....p.16.

411. Papanek, Justan F. Pakistan's Development-Social goals and private incentives, Cambridge: Harvard University Press, 1967, p.viii. Pakistan established Planning Commission in 1953.

412. As an economic committee of the cabinet, it was responsible for implementing the six year Development programme.

413. East Pakistan. Pakistan First Five Year Plan in theory and operation, Dacca: Officer on special Duty, 1957, p.I. It had no authority to make decision. Its views were merely recommendations which could only gain official status if and when approved by the govt.

414. Ibid., p.53.

who was the Chairman. The Secretary of any other department could be co-opted when a subject concerning his department was under discussion; (c) a Planning Department, headed by a full-time Development Commissioner, acted as the Secretariat of the Development Board.<sup>415</sup>

The new Government which came into power in October 1958<sup>416</sup> quickly demonstrated its interest in planning by strengthening the position of the central planning organization and enlarging its functions. The National Planning Board was renamed the Planning Commission and made responsible to the Chief Executive.

Decentralization of the planning<sup>417</sup> process was advocated in the First Five Year Plan. Provincial governments had a greater share in preparing the second plan than in preparing the First Plan. Nevertheless, because of the provincial governments' inability to frame adequate plans and programs, the second plan like the first was "disproportionately the work of the central government."<sup>418</sup> New dimension was added to planning by the institution of Basic Democracies.<sup>419</sup> The pyramid consisting of all of five ascending levels of councils namely union council, thana or tehsil council, district council, divisional

415. Pakistan National Planning Board. The First Five-Year Plan, p.98. See also Waterson, Albert. Planning in Pakistan...p.28.

416. Twenty years of Pakistan 1947-67, Karachi: Pakistan Publications 1967, pp. VI-VII.

417. Pakistan. Planning Commission, The Second Five Year Plan, p.93.

418. Pakistan. Planning Commission. The Second Five Year Plan, p.III.

419. Basic Democracy Order, the Gazette of Pakistan Extraordinary, October 27, 1959. See also. Mahmood, Afzal. Basic Democracies, Lahore: All Pakistan Legal Decisions, 1964, p.8.

council and provincial Development Advisory Councils was given the responsibility of Planning at each level.<sup>420</sup> But they were not supplied with technical aid without which they could not produce or carry out useful projects, programmes or plans.

In this way during Pakistan rule from 1947 to 1970 different planning agencies were created at different times in different names with different powers. In some cases different planning agencies were given the same title. While some were created and then abolished/absorbed into other organisation or reconstituted. As such for easy understanding the following chart is given below:-

Pakistan Central Planning Agencies

	No.	Period	Agency	Purpose
Early Planning Period	1	1948-50	Development Board	The first planning body.
	2.	1948-58	Ministry of Economic Affairs	Coordinated planning activities and acted as planning secretariat to various planning bodies.
	3.	1948-50	Planning Advisory Board	Advisory and public relations body during Pakistan's early planning period.
	4.	1951-57	Planning Commission	Reviewed projects before submission to higher authority.
	5.	1951-56	Economic Council	An economic committee of the Cabinet responsible for implementing the Six Year Development Programme.

420. Ibid., pp. 20-27. See also. Inayat Ullah. Basic Democracies: District Administration and Development, Peshwar: Pakistan Academy for Rural Development, n.d., pp.37-48.

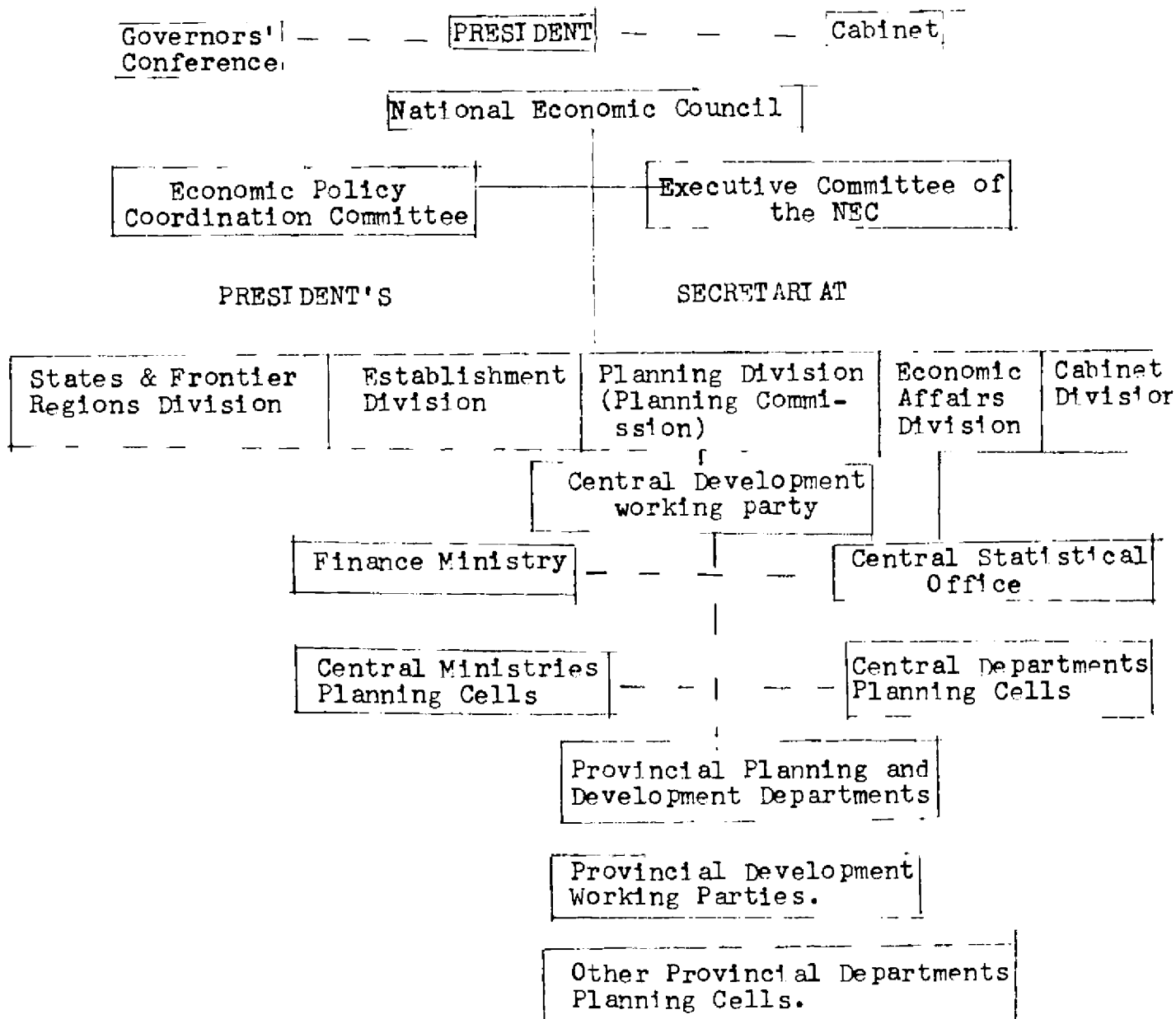
First Plan Period	6.	1953-58	Planning Board	Established to prepare the First Five Year Plan.
	7.	1956-58	Economic Committee of the Cabinet	The name given to the Economic Council (No.5) when the National Economic Council (No.8) was established.
	8.	1956-58	National Economic Council	Created after adoption of Constitution of 1956 as the highest economic body in Pakistan. Approved the First Plan.
	9.	1957-	Development Working Party	The Central body which reviewed projects and programs.
	10.	1958-	Governors' Conference	Highest policy making body in the country.
	11.	1958-59	National Planning Board	The name given to the Planning Board to distinguish it from the East Pakistan Planning Board established in 1957.
Second Plan Period	12.	1958-	Planning Commission	Replaced the National Planning Board (No.11)
	13.	1959-62	Economic Committee of the Cabinet	Successor to a development committee previously established by the Martial Law Government.
	14.	1959-62	Economic Council	Established by the Martial Law Government as the country's supreme economic body.
	15.	1959-61	Projects Division	Progressing agency.
	16.	1961-	Planning Division	The alternate name for the Planning Commission (No.12) after it was made a part of the President's Secretariat. "Commission" and "Division" were used interchangeably.

- |           |  |  |
|-----------|--|--|
| 17. 1962  | Economic Policy Coordination Committee               | One of two Committees which succeeded the 1959-62 Economic Committee of the Cabinet (No.13). Reviewed economic policies and oversaw their implementation. Abolished soon after it was created. |
| 18. 1962- | Executive Committee of the National Economic Council | The second of the two Committees which succeeded the 1959-62 Economic Committee of the Cabinet (No.13). Approved projects.   |
| 19. 1962- | National Economic Council                            | The successor of the 1959-62 Economic Council (No. 14).  |
| 20. 1965- |  | The National Economic Council approved in December 1966. Third Five Year Plan(1965-70) which was presented by the planning commission.   |
| 21.       |  | The Fourth Five Year Plan was approved by the National Economic Council on June 2, 1970.   |



Organization for planning and implementation in Pakistan in

1962 was as under:-



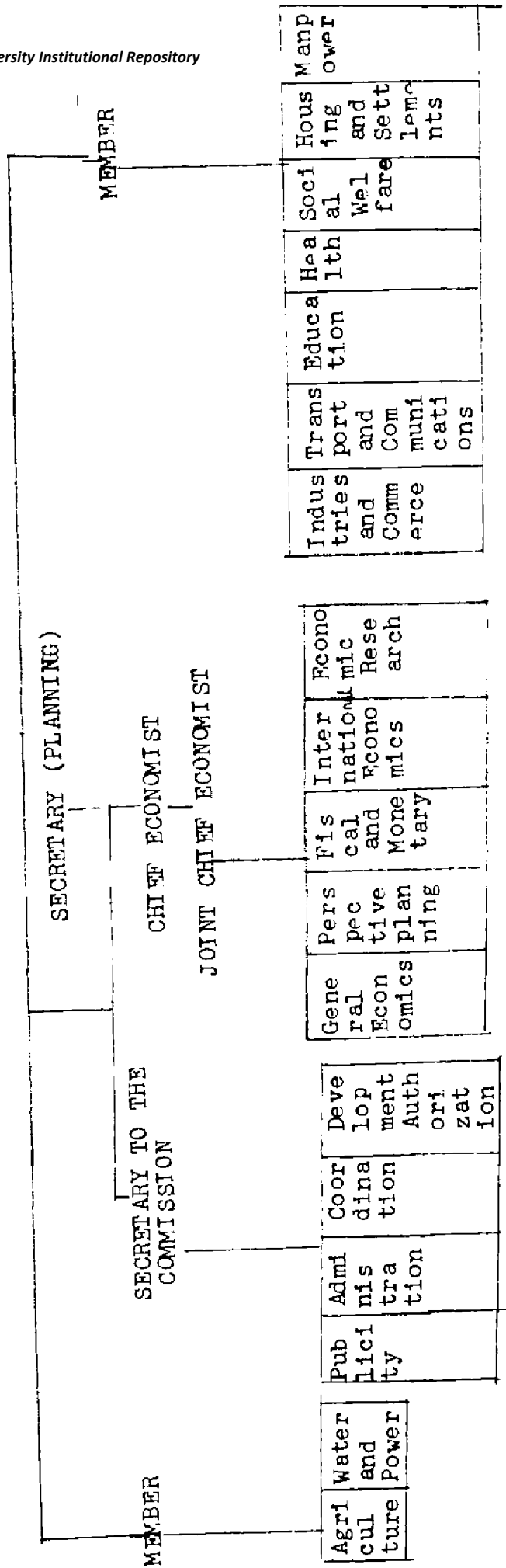
Note: Broken lines show advisory or indirect relationship; solid lines show direct supervisory relationship.

The organization of the Planning Commission in 1963 was of the following forms:-

PLANNING COMMISSION  
PRESIDENT'S SECRETARIAT

CHAIRMAN

DEPUTY CHAIRMAN



The organization of the commission shows that there was no wing for planning of libraries.

The establishment of viable Planning machinery in Pakistan was taking much longer time than was expected. Faster progress might have been attained with a different technique or approach, but even at best it would have taken a long time to create an indigenous and smoothly functioning Planning organization. Pakistan's experience strongly suggested that other countries also would require technical assistance over many years if successful institutions for planning and implementing development were to be created.

The above study of the planning agencies in Pakistan from its very creation shows that one change after other occurred as frequently as possible. No single mechanism or agency could efficiently function for this or that reason. Political and social rapid changes contributed most probably greatly to the failure or change in the change of mechanisms. The above study further showed that government machineries were fluctuating and changing for this or that reason. This kind of rapid changes hampered the real cause of planning. As a result we find that the first plan could not be published in time. The effect of all these changes were also reflected in the lack of full implementation of the plans. It is visible from the planning agencies in all the three plans including the fourth that no agency or machinery was set up for planning development of libraries in the then Pakistan. As the planning Commission was not responsible to the people, it did not rationally consider the fields for development.

PLANS FOR DEVELOPMENT OF LIBRARIES AFTER EMERGENCEFirst Five Year Plan(1973-80)

The Fourth Five Year Plan though very significant in the history of library development in the then Pakistan including the land comprising Bangladesh was handicapped and obstructed right from its year of beginning as the years 1970 and 1971 were characterised by political upheavals, agitations in the educational institutions, mass revolts, and lack of unity between the two wings of Pakistan. No substantial development could happen in the field of libraries for the aforesaid factors. Moreover the Plan failed to be implemented with the Emergence of Bangladesh in 1971. The Liberation war damaged many library buildings, many books were lost, library services were disrupted. With the birth of Bangladesh people being inspired with new hopes and aspirations for building the country in a new way started writing on problems of Libraries in Dailies, journals etc. In 1972-73, almost every day, more than one article on library development was readable in the Dailies written mainly by librarians. After Liberation the sudden and unprecedented expansion of education in the form of establishment of new educational institutions, schools and colleges including high enrolment demanded development of libraries both in private and public sectors.

Planning Commission of the Government of People's Republic of Bangladesh prepared a Plan for reconstruction and development of economy taking into account the inescapable, social and economic realities of Bangladesh. The Plan charted a course for the nation for the Five-Year 1973-1978.

## Objectives

The basic objectives of the Plan were:-

1. To reduce poverty, 2. to continue and complete the work of reconstruction, 3. to increase the rate of growth of G.D.R. to at least 5.5 per annum, thus appreciably exceeding the rate of growth of population, 4. to expand the output of essential consumption items, 5. to arrest the rising trends in general price level, 6. to increase per capita income at the modest rate of 2.5. per cent per annum. 7. to consolidate the gains made so far in the socialistic transformation of Bangladesh, 8. to reduce the dependence on foreign aid through mobilisation of domestic resources and promotion of self-reliance, 9. to transform the institutional and technological base of agriculture, 10. to lay the groundwork for an ambitious programme of population planning and control. 11. to accelerate the rate of development expenditure and 12. to ensure a wide and equitable diffusion of income and employment opportunities throughout Bangladesh.<sup>1</sup>

The educational objectives of the First Five Year Plan were framed within the spirit of the following objectives:- 1. Education must be responsive to the specific requirements of the nation. It must have relevance to future work and life. 2. The system should produce, whether through formal or non-formal education a cadre of skilled manpower required for development needs of the country. 3. All citizens should have an inherent right to a minimum level of education and be able to receive it at any age convenient to them. 4. Educational facilities of a basic minimum standard will be made available to all seats of learning. 5. Education broadly viewed, must be able to enrich the

---

1. Bangladesh. Planning Commission. The First Five Year Plan (1973-78), PP. 9-10.

cultural attainments of the people...<sup>2</sup>

The Plan was prepared within a year and a half of the Liberation of Bangladesh. It was unusual for a country to prepare a Five Year National Development Plan within such a short time. In the case of Bangladesh, it was specially so because there was no planning machinery in the country at the time of Liberation, nor comprehensive and reliable data on all aspects of the economy were available. The govt. decided to launch the Five-Year Plan at an early date because the Govt. felt the urgent need to provide a sense of direction and determine the order of priorities within the framework of which coherent and consistent policies and programmes could be formulated.<sup>3</sup>

Bangladesh inherited a poor, undiversified economy, characterised by an underdeveloped infrastructure, stagnant agriculture and a rapidly growing population. She suffered from years of colonial exploitation and missed opportunities of initiative and enterprise. Superimposed on all these were the effects of the war of Liberation, which caused serious damage to physical infrastructure, dislocation in managerial and organisational apparatus and disruption in established external trading relationship. The First Five Year Plan, therefore, was built on such foundations.<sup>4</sup>

In the Plan in chapter XIV under Education and Manpower there was the allocation of 2.5 crores of Taka for the development of Libraries and 2 crores for Archives and Museums.<sup>5</sup> While mentioning about libraries the Plan stated "development of Library facilities will form

2. Bangladesh. Planning Commission. The First Five Year Plan (1973-78), P. 446.

3. Ibid., P. III.

4. Ibid., P. IX.

5. Ibid., P. 449. Table XIV-2. Education and Training. Financial Allocation and breakdown of costs by sub-sections.

an important component of our education programmes. Efficient library service will be designed to supplement all stages and levels of education. Library facilities are at present grossly inadequate and illorganised. Reading habits among the members of the public including students are declining due to the non-availability of books and periodicals in sufficient numbers. New programmes will ensure reorganisation and remodelling of the existing libraries and setting up of new ones in areas where such facilities are needed. School and college libraries will be improved. Mobile libraries will be introduced on an experimental basis."<sup>6</sup>

In connection with development programme for college education, the Plan gave stress on the provision of library facilities.<sup>7</sup> But nothing specific was stated. Even during the period of national instability, social unrest and economic crises the planners gave emphasis, whatsoever in the development of libraries though not adequate in view of necessity.

#### The formulation of proposals for library

In 1973 Education Dept., Govt. of the People's Republic of Bangladesh, constituted a Committee in terms of the government order bearing No. SX/II-17/73/4003(9)<sup>8</sup> dated 3.10.73 for formulation of proposals<sup>9</sup> for improvement and development of library services in the country. Members included in this Committee were mostly the representatives of major Libraries of the country plus a representative of

---

6. Ibid., P.484.

7. Ibid., P.466.

8. Filed in Sports and Culture Ministry's file No. 11-17/73.

9. Bangladesh Public Library survey. Final Report, volume I, Parker, J. Stephen, 1979, P. 51.

the Planning Commission and the Joint Secretary, Ministry of Cultural Affairs and Sports acted as its chairman.<sup>10</sup> This was indeed a very timely decision. In the first<sup>11</sup> meeting of the Committee it was unanimously decided that a comprehensive Plan for the development of libraries in Bangladesh and various sectors viz. national, public, academic, school, college, and special libraries would be prepared. Separate sub-Committees<sup>12</sup> were formed for the purpose. It was also resolved that proposed Plans should provide complete suggestion in respect of establishment, development and full<sup>13</sup> flow of money. The sub-committees were requested to submit their Plans within a period of one month from 10th October 1973. Later on a co-ordinating<sup>14</sup> sub-committee was formed for co-ordinating the formulation of Plans by the sub-committees. The coordinating sub-committee was requested to finalize in shortest possible time, the preparation of the co-ordinated comprehensive scheme for the development of library and library services in the project<sup>15</sup> evolution form. In another<sup>16</sup> meeting the sub-committees were requested to recast their schemes on the proposed lines and allocation.<sup>17</sup>

---

10. Ibid.

11. Proforma for Development project: Development of Govt. Public Libraries in Bangladesh during the FFYP, 1973-74-1977, Planning Commission, 1976, P.4.

12. op.cit. 9.

13. Op.cit. 11.

14. Op. cit. 9-PP. 10, 51.

15. Op.cit. 12.

16. Op.cit. 11. See also Parker Report... P. 51.

17. Op. cit. 9, P. 51. The allocation was not based on any Planning.



In another meeting the committee considered the schemes prepared in the light of the proposed line<sup>18</sup> and allocation by the public library sub-committee only. The other sub-committees did not submit any scheme. It was decided in that meeting that a scheme for training of undergraduate librarians would be prepared and managed by the Director of Public Instruction. The DPI (ADPI) library was requested to prepare the final "scheme for the Development of library and library services in Bangladesh"<sup>20</sup> in the project evaluation form in required number of copies and to take steps towards its submission to the Planning Commission. The main Committee recommended a comprehensive scheme comprising seven groups of projects. "Group-I included the Central Public Library, Dhaka, the Chittagong, Khulna and Rajshahi Public Libraries, Group-II included ten district libraries for general development and five for special development, and Group-III included 36 the then existing sub-divisional libraries and seven new ones. Group-IV consisted of the provision of library training facilities and Group-V included five special and research libraries. Group-VI included 63 thana libraries and Group-VII, four rural library Pilot Projects".<sup>21</sup> The proposed programme was thus heavily biased towards Public Library development and it made no noticeable provision for the development of academic libraries and special libraries. It may be stated that the Public Library development programmes could not be made much headway due to paucity of fund and lack of administrative arrangements. The pace of development was very slow. As a result no adequate public library services could be given.

---

18. Op.cit. 11.

19. Ibid.

20. Ibid.

21. Op. cit. 9, P. 52.

The schemes contained important items for the development of Public Libraries in Bangladesh. But the scheme was onesided. It gave emphasis on construction of building only, the service side was not given due consideration. This was the fundamental defect of the scheme. The schemes did not contain anything for the effective public Library service. It is observed from the above that members of the sub-committees except public library sub-committee did not submit schemes. It was a clear sign of carelessness on the part of librarians of Bangladesh in respect of library development.

In 1974 the Planning Commission divided the Library Development Project into two groups. The first group covered the high priority projects, which could be implemented during the Plan period.<sup>22</sup> These were the rehusing of the Central Public Library, the construction of a new building for Chittagong Public Library, the establishment of government public library at Rajshahi, the development of fifteen district public libraries, the establishment of four rural library pilot projects and the establishment of a Library Training Institute at Dhaka.<sup>23</sup> The proposed first group gave emphasis on public library development. The second group included projects of lower priority to be taken up for implementation later on.

#### National Library

"Delivery of Books and Newspaper Branch, Central Library of Pakistan, Dhaka," was the beginning of the National Library of Bangladesh.<sup>24</sup> Programmes were taken to develop the same into a full-fledged National Library of Bangladesh.

22. op. cit. 9, P.52.

23. op.cit. 9, PP. 52-53.

24. Directorate of Archives and Libraries. Combined scheme of the National Library and National Archives of Bangladesh. (Code No. 110-021-0901-1976), P.3.

The Committee stated earlier also recommended the establishment of a National Library at a cost of Tk. 25.00 lakh in its meeting of 26th Nov. 1972.<sup>25</sup> A scheme prepared by the Director of Archives and Libraries for Tk. 80.00 lakhs and approved by the Ministry of Education, Culture<sup>26</sup> and Sports was recast for Tk. 27.77 on the basis of the comments of the Planning Commission.<sup>27</sup> The scheme contained the idea of housing the National Archives in the same building. But it was not agreed by the Director. So a separate project for National Archives was processed. The project for the establishment of National Library of Bangladesh was finally approved by the Planning Commission on 30-10-1976.<sup>28</sup> The location of the project was Sher-e-Bangla Nagar, Dhaka. The sponsoring and executing/operation and maintainance authority of project was Cultural Affairs and Sports Division, Ministry of Education and Director of Archives and Libraries respectively. Tk. 5.00(L.C.), Tk. 21.42 (L.C.), Tk. 10 (L.C.), Tk. 0.76 (L.C.) and Tk. 0.20 (L.C.) and Tk. 0.30 (F.E.) were allocated in the scheme for development of land, construction of building, office equipment (Typewriter) furniture and books respectively.<sup>29</sup> Tk. 7.50 lakhs only were released out of the total revised approved cost of Tk. 27.77 lakhs. Tk. 4.50 lakhs were spent for development of land, foundation stone and soil test. Tk. 3.00 lakhs were spent for Architect's fee.<sup>30</sup> These were the only noticeable development of the Project. The project cost was totally unrealistic. So no physical work could be undertaken during the Plan. The project was revised and taken up in the Two Year Plan.

---

25. East Pakistan Library Development Committee Report, 1969, P.12.

26. Source: Cultural Affairs Division.

27. Ibid.

28. Administrative Approval No. LB/IN-15/114 C and S. It 6.12.76 of the Cultural Affairs and Sports Division.

29. Directorate of Archives and Libraries. Establishment of the National Library of Bangladesh(1973-78).

30 . Source : Cultural Affairs Division.

The public library development was given emphasis in the Plan. Out of Tk. 2.5 crores in the Plan allocation, Tk. 214.63 lakhs were allocated for the public library development. In view of high inflation after the publication of the Plan only two projects namely development of public libraries (non-govt.) project No. 1 and development of public libraries (Govt.) project No. 2 were taken up for implementation within the severely limited resources.

Development of non-govt. public libraries-Project No.1

The project,<sup>31</sup> approved on 30.4.76 for Tk. 58.00 lakhs for the financial year 1973-74 to 1977-78 aimed at establishing a network of public library system and to expand library education. The target of project was to develop 15 district headquarter public libraries, to establish Library Training Institute and to develop rural library services in four Divisions as pilot projects. Five district libraries were allocated (each at the rate of Tk. 5.00 lakhs) Tk. 25.00 lakhs, Tk.5.00 lakhs were to be spent in the way: Tk. 3.50 lakhs for construction, Tk. 0.75 lakh for furniture and fittings and Tk. 0.75 lakh for books. But Tk. 16.00 lakhs only were spent. Another group of 10 district non-govt. public libraries (each 2.5 lakhs) were allocated 25.00 lakhs. The grant was directed to be spent for construction work, furniture, equipment, books and periodicals. But only Tk. 15.00 lakhs were spent in the Plan period. Tk. 3.00 lakhs were granted for the establishment of Training Institute at Dhaka. But Tk. 2.065 only were utilized during the FFYP. Tk. 5.00 lakhs were allocated for the establishment of 4 Pilot Projects for rural library services (Tk. 3.40 lakhs for books, Tk.0.60 lakh for furniture and equipment, Tk. 0.40 lakh for repairing,

---

31. Directorate of Education. Development of Public Libraries (non-govt.) in Bangladesh Project No. I (1973-1978).

Tk. 0.60 lakh for contingencies, Tk. 0.60 lakhs for rickshaw vans, 2 for each library . But Tk. 1.935 lakh only was utilized during the FFYP. Thus we find that out of total allocation of Tk. 58 lakhs only Tk. 35.50 lakhs were actually spent. The rest Tk. 14.50 lakhs remained unspent mainly due to lack of proper care and attention by concerned Govt. machinery in the absence of planning agencies for library development. As such no tangible progress could be noticed. The project was therefore included in the TYP.

The project<sup>32</sup> No. 2 approved on 14.6.77 was for the financial year 1973-74 to 1977-78. Its total cost was Tk. 71.00 lakhs (including 5.50 lakhs in F.C.). Its fundamental aim was to establish a well organised network of public libraries in the country. It had three sub-projects namely Sub-project F-Rehabilitation of Bangladesh Central Public Library (total cost 34.00 lakhs), Sub-project G-Development of Chittagong Public Library, (19 lakhs), Sub-Project I-Establishment of Rajshahi Public Library (total cost Tk. 18.00 lakhs).  
Central Public Library-Rehabilitation<sup>33</sup>: Sub-project-F.

After handing over the library to the university of Dhaka in 1961, the project was taken up in 1968 when the foundation stone of the library was laid at Shohbagh. As no physical progress was achieved during the Pakistan Rule, the work was taken up in the project. The total non-recurring cost of the project was Tk. 34.00 lakhs. Tk.24.00 lakhs were allocated during 1976-77 for building. Tk. 3.00 lakhs (1976-77) and Tk. 2.00 lakhs (1977-78) were allocated for furniture and fittings. Tk. 5.00 lakhs (Tk. 3.00 lakhs for 1976-77 and

---

32. Directorate of Education. Development of Public Libraries (govt.) in Bangladesh Project No.2 (1973-78).

33. Ibid., P.8.

Tk. 2.00 lakhs for 1977-79) were allocated for books and journals. The recurring cost of the project was Tk. 12.28 lakhs (Tk. 8.58 lakhs for additional staff, Tk. 0.70 lakh for contingencies and Tk. 3.00 lakhs for books and journals).<sup>34</sup> Five additional posts of professional personnel including the Chief Librarian of the National grade III (the then existing 4), 29 additional posts of sub-professional personnel (the then existing 18), six additional clerical staff (the then existing 9), 12 additional skilled workers (the then existing 4), 15 additional establishment menials (the then existing 9), and 11 additional contingency menials (the then existing 8) were proposed in the scheme.<sup>35</sup> Thus the library had 52 posts in total before the adoption of the scheme which proposed additional 78 posts.

Though the project cost was 34.00 lakhs, Tk. 14.46 only were spent during the Plan period from July 1973 to June 1978. The rest of Tk. 19.54 lakhs remained unspent, 75% of the construction work was completed (some progress was made before emergence of Bangladesh.)

Development of Chittagong Public Library<sup>36</sup> Sub-project-G 7

It was the project for non-recurring Tk. 19.00 lakhs. Tk. 3.00 lakhs were allocated during the fiscal year 1976-77 for purchase of land (3 acres). Tk. 12.00 lakhs were allocated (Tk. 8.00 lakhs for 1976-77 and Tk. 4.00 lakhs for 1977-78) for building (1st phase 9,600 sqft. in the ground floor). Tk. 2.00 lakhs (Tk. 1.00 for 1976-77 and Tk. 1.00 lakh for 1977-78) were allocated for furniture, equipment and books respectively. The recurring expenditure of Tk. 1.88 lakhs, 1.00 lakh and 0.20 lakh for the financial year 1976-77 and 1977-78

---

34. Ibid., P. 15.

35. Ibid., PP. 11-14.

36. Ibid., P. 19.

were granted for additional staff, books (journals) and contingency respectively. Additional manpower<sup>37</sup> strength approved in this project was one post of Assistant Librarian (the then existing one post of Librarian of National grade V), four posts of sub-professional personnel (the then existing 8), one post of care-taker, three skilled workers (the then existing 3), five M.L.S.S. (the then existing 4) and five contingency Menials. Before this project the library had 24 posts in total. It approved 19 additional posts. No physical progress was made during the plan period.

Establishment of Rajshahi Public Library-Sub project-I

The cost of the project was Tk. 18.00<sup>38</sup> lakhs (non-recurring) and 0.67 lakhs (recurring). It was the project for 1976-77 and 1977-78. Tk. 11.00 lakhs, Tk. 5.00 lakhs and Tk. 2.00 lakhs were allocated for construction of building, books and furniture respectively. The manpower strength<sup>39</sup> approved in this project was similar to that of Chittagong Public Library. At that time there was no sanctioned manpower. The manpower approved was: one post of Assistant Librarian, four posts of sub-professional personnel, one post of care taker, three skilled workers, five M.L.S.S. and five contingency menials. Some construction work was made during the Plan period. The implementation work of the project was continued in the TYP. The manpower strength of the project was not properly planned. The approval of only one post of Assistant Librarian for a library situated at the Divisional Head quarter was nothing but down grading the position of the Library.

---

37. Ibid., pp. 17-18.

38. Ibid., pp.21-22.

39. Ibid., pp.22-23.

In this Plan Tk. 50.00 lakhs were the estimated cost for the development of National Archives. Tk. 8.90 lakhs were spent in the Plan period (from July 1973-June 1978) for acquiring and developing the land. Thus we can summarise that in the four projects stated above Tk. 206.00<sup>40</sup> lakhs were approved. Out of this amount the total expenditure during the Plan period from July 1973 to June 1978 for all the projects was Tk. 75.06 lakhs only. This is the clear proof of the slow<sup>41</sup> development of libraries in Bangladesh.

From the above it is observed that the progress of development in respect of public libraries including the development of National Library and National Archives was not satisfactory. It was partly due to lack of library development agency. The Ministry of Education did not take prompt and timely action for the formulation of schemes. The librarians who were the members of the subcommittees except Public Library did not show their interest in development by promptly supplying the schemes. The government machineries were weak as the total project cost could not be utilised for the purpose of library development.

The Plan was started from July 1973. Whereas the development of Public Libraries (Non-govt.) project No. 1 was approved on 30.4.76 and the Development of Public Libraries (govt.) project No. 2 was approved on 14.6.77. Thus there was undue delay in approving the projects by the appropriate authority and as a result the projects could not be completed within the First Plan Period and as such the development of libraries in the country was delayed. One of the important factors behind this delay was the handling of library

---

40. Source: Cultural Affairs Division.

41. Ibid.



development projects by non-librarians or persons having no training and idea about the art of libraries. The entire problems was handled by the bureaucrats. The manpower strength of the Bangladesh Central Public Library, the apex organisation of the country was not satisfactory from the stand point of volume of heavy responsibilities. The number of posts was inadequate and the position of the posts was not properly graded keeping in view the high responsibilities performed by them.

The Plan did not make any provision for coordination among the govt. divisional libraries and Central Public Library. Allocation of fund for library development which was not adequate was made without making any survey of library needs. This retarded growth was mainly due to weak govt. implementation agencies for the projects, lack of strong enthusiasm among librarians, lack of popular interest, lack of interest among the social and political leaders and presence of socio-economic unrest.

#### Report of the Bangladesh Education Commission, 1974

Education Commissions/Committees set up right from 1947 failed to remove the difficulties of the British-oriented education system prevalent in this area and remodel it to meet the socio-economic needs of the country. So the new govt. of Bangladesh like the previous ones also desired educational reforms in the light of the then existing situation.

One of the after effects of the Emergence of Bangladesh was, unexpected growth of schools and colleges in every nook and corner without plans and programmes. Standard of education suddenly decreased. Discipline among educational institutions was almost nil. Students adapted unfair means from incriminatory documents having no regards for teachers and elders.

So in the second year of the First Five Year Plan, when the economic, social and political conditions were in great confusion and turmoil, the government of the People's Republic of Bangladesh, formed by Awami League appointed in the midst of so many unsurmountable difficulties, both internal and external, the National Education Commission on 26th July 1972, 'to remove the various defects and difficulties facing education, to frame guidelines and standards for making a wellorganised nation and to strengthen the country with modern education system and efficient working spirit.'<sup>42</sup>

The Prime Minister of the Country in his inaugural address of the Commission requested the members 'to frame a new system of education required for the creation of the long cherished socialistic society. He also requested the Commission to recommend a pragmatic system of education which will bring effective changes in the system of education in the long run'.<sup>43</sup> The objectives of education according to the Commission were stated as follows: "Educational system is an instrument for materialising the hopes and aspirations of a nation and to establish the society for the future. The main aim and objective of our educational system is to create incentive in the life of the people of all classes of society for understanding the importance of basic necessities, to create ability for understanding and solving various problems, to create inspiration among people for the creation of desired new socialistic society, to ensure the realisation and materialisation of four state principles in all stages of education!"<sup>44</sup>

---

42. Bangladesh. Bangladesh Education Commission Report 1974, P.1.

43. Ibid., PP. 1-2.

44. Ibid., PP. 1-4.

It further stated "Education must be helpful for the materialisation of nationalism, socialism, democracy, religious neutrality, Patriotism, good citizenship, humanity, universal citizenship, moral values and social change. Education should be progressive and helpful for economic progress; it must encourage physical labour; it must create leadership and quality of organisation, creativity and research. It must help social, economic and political change".<sup>45</sup>

The commission was constituted with 19 members headed by Dr. Muhammad Kudrat-e-Khuda D.Sc., an eminent scientist and educationist of the country. Thirty sub-committees and one special committee consisting of four hundred<sup>46</sup> members helped in framing the report which was submitted on May 5, 1974. Teams of specialists were sent to India and other developed and developing countries to study the educational systems, structure and administration and to collect data.

#### Libraries in Educational Institutions

One of the fundamental feature of this Commission was that it gave importance on libraries in education; which was long over due. It said "Library is like the heart of an educational institution".<sup>47</sup> Observing the insufficient library facilities in the educational institution it remarked "the heart of our educational institutions in a large majority of cases, ceased to beat".<sup>48</sup> The Commission believed that the development of libraries in educational institutions is not "a matter of patchwork; it must be built anew if our education has to be made meaningful".<sup>49</sup>

45. Ibid., P. III

46. Ibid., P.II

47. Ibid., P. 232

48. Ibid.

49. Ibid., P. 232.

The Commission recommended "some quantum or standard of development so that on the one hand, development workers and educational administrators may go ahead with a precise idea about improvement and, on the other, some uniformity may be brought about in the size and services of libraries in schools and colleges".<sup>50</sup>

#### Library in the Primary Schools

The Commission observed that the duty of placing books in the hands of children with a view to creating in them an interest in books, arousing in them an attitude of respect towards books and sowing in them the reading habit went unattended. Most of the guardians were illiterate and there was no library in the primary schools in this area.<sup>51</sup> In no development scheme the need of a book service to primary schools was thought of. As a result, the Commission observed "education remained confined to textbooks and teaching monotonous and dismal".<sup>52</sup>

As setting up libraries in all primary schools was beyond the capacity of the govt. and conditions of school building and furniture would not permit the establishment of libraries in primary schools so it recommended book service to primary schools through Thana Public Library.<sup>53</sup> One or more selected primary schools of each Union would be utilized as transit camps of mobile collection of books which would be sent to these camps by the Thana Public Library. Teachers of Primary Schools would collect books from them and there again they would return books after use. Schools within easier approach might draw books from the Thana Public Libraries direct. A book service committee was

50. Ibid.

51. Ibid.

52. Ibid., PP. 232.

53. Ibid.

suggested to supervise the service. District Education Board and the local Union would have definite share in the establishment and development of Thana Public Library and the book service to primary schools.<sup>54</sup> It suggested that a definite share of the receipts of the District Education authorities would be spent on primary school libraries. The Education authorities must have Library Advisory Committees at three levels- the Union parishad, the municipalities and the District and Public Libraries would bear the responsibility of service to primary schools in their respective areas.<sup>55</sup> It further recommended open shelves in classes one to five of primary schools, publication of attractive books and periodicals for juveniles at government initiative and an establishment of an organisation for children's literature with suitable incentives for authors, artists, printers and publishers.<sup>56</sup>

#### Libraries in Secondary School

It observed that the secondary school libraries were handicapped by want of space, scarcity of books, inadequacy of book budget, total absence of periodicals and reference books and above all the absence of a whole-time librarians. It favoured the idea of appointment of librarian with short course training in Librarianship in the Secondary Schools.<sup>57</sup> The Commission said "The Secondary school library is not a matter of just ordinary improvement. It has to be built anew".<sup>58</sup> So it recommended that "Secondary School library must receive due priority and emphasis."<sup>59</sup> In order to build them anew, it recommended the follo-

---

54. Ibid., PP. 232-233.

55. Ibid., P. 233.

56. Ibid., PP.233-34.

57. Ibid., P. 234.

58. Ibid., P. 235.

59. Ibid., P. 235.

wing minimum standard:<sup>60</sup> Library building—minimum of 1000 sq. ft. with provision for expansion, damp proof floor, functional library furniture and equipment, amount of the budget at the rate of Tk. 5/- per capita of teachers and pupils per annum, two library periods in the school class routine, one whole time librarian having HSC and Library training, one S.S.C. passed trained cataloguer, one peon-cum-book binder and one repairer-cum-cleaner, and revision of the above standards after every five years.

### College Library

The Commission observing inadequate space, poor collection, poor services, inadequate and inefficient library personnel, poor status of the librarians and poor and uneven amount of book grant recommended some minimum standards for the improvement of college libraries. For determining such minimum standards, the colleges were divided into three broad categories namely (a) 'Large colleges having enrolment over one thousand students. (b) Medium colleges with enrolment of five hundred to one thousand students. (c) Small colleges of which the enrolment is below five hundred.<sup>61</sup> The Commission's recommendations in regard to minimum standards for the improvement of college libraries were as follows:

(a) Library accommodation:

Large college	-	not less than	4,000	sft.
Medium	"	"	"	3,000 sft.
Small	"	"	"	2,000 sft.

Separate building for college libraries was considered indispensable by the Commission.

---

60. Ibid., PP. 235-236.

61. Ibid., P. 236.

(b) Budget: Annual provision for books and periodicals for all categories of colleges should be not less than Taka ten per capita of pupils and teachers. This was inclusive of cost of binding and repair of books and incidentals. Additional provision must be made if any new subject of study is introduced. (c) Opening hours and access: From 8'0 clock in the morning till 9 p.m. the library must remain open. Books must be organised on an open shelf system.

(d) Minimum staff<sup>62</sup> necessary according to the Commission was shown in the table below:-

Post	Minimum qualifications.	Large College	Medium College	Small College	Remarks.
(i) Librarian.	Degree & post graduate degree in Librarianship.	one	One	One	(i) Master degree plus post graduate diploma in the case of large college.
(ii) Assistant Librarian	-do-	One	One	One	
(iii) Cataloguer	-do-	One	One	One	(iii) Higher secondary passed Cert.holder with experience
(iv) Assistant.	Secondary & Library Training Certificate	Two	One	One	
(v) Book supplier (sorter)	-do-	Three	Two	One	
(vi) Peon	Eight grader	Three	Three	One	
<b>Total:</b>		<b>Eleven</b>	<b>Nine</b>	<b>Six"</b>	

62. Ibid., P. 237. It recommended one more Assistant Librarian and two more Book Sorters for colleges with honours and post graduate teaching.

University Library

The Commission here also observed the unsatisfactory library organization, inadequate space, unsatisfactory supply of films and other accessories needed for research. It felt the absence of survey report to know the strength and weaknesses of the libraries. It thus recommended for university library survey and the formation of a committee of reputed librarians to advise the universities in this behalf.<sup>63</sup>

It also recommended the enhanced money provision for books and periodicals according to the number of subjects taught, number of teachers and students, appointment of Reference Librarian with requisite number of Reference Assistants for strengthening research, provision of facilities for launching inter-library loan system, licences for import of books and magazines of foreign origin along with films and other accessories, favoured treatment to university libraries in customs duty and foreign exchange control policy and rules.<sup>64</sup>

Public Library

The Commission observed shortage of space, poor budget, poor services, untrained and inadequate library staff, imbalanced collection, short opening hours in almost all the govt. and non-govt. public libraries.<sup>65</sup> The Commission recommended the policy of co-operation<sup>66</sup> among themselves, network of <sup>67</sup> public libraries and enactment of library act containing the introduction of a public Library tax, the creation of a Public Library Directorate and the formation of a Public Library Advisory Body.<sup>68</sup> Pending legislation it recommended

---

63. Ibid., P. 238.

64. Ibid., P. 238.

65. Ibid.

66. Ibid., PP. 238-239.

67. Brown, Royston. Public Library Administration, London: Clive Bingley 1979, P.19 see also Jefferson, George, Public Library Administration, London: Clive Bingley, 1969, PP. 45-46.

68. Bangladesh Education Commission...P. 240.



the establishment of a govt. public library at Rajshahi, removal of space problems in govt. public libraries, enhancement of budget provision for books and periodicals at least three times of the then provision, enhancement of budget provision for aid to non-govt. public libraries to thrice as much.<sup>69</sup> Describing the functions and status of National Library, the Commission recommended the conversion of Central Public Library into the then proposed National Library, merging the then National Library branch of the Directorate of Archives in the National Library and the creation and filling the post of Chief Librarian.<sup>70</sup> While reporting on Archives, it recommended a satisfactory plan for development of National Archives, creation of Standing Archives Commission, foreign training for employees in the latest methods, preservation of records, legislation and Archives Directorate.<sup>71</sup>

#### Training in Librarianship

While stressing the need for professional training the Commission said, the then existing arrangement for training in librarianship was much too inadequate for the need. Only in the Dacca University there was one Post-Graduation Diploma Course and a Master's Degree Course.<sup>72</sup> Both of them were evening courses each covering one academic year. The responsibility for training in the subject on under-graduate level had been borne by the Library Association of Bangladesh.<sup>73</sup>

The Report stated that both the courses of the Dacca University were "Authorised Courses" for the purpose of deputation of government

69. Ibid.

70. Ibid., P. 240.

71. Ibid., P. 241.

72. Khorasani, S.S.M.A... P. 25.

73. Bangladesh Education Commission... P. 241. See also Hossain, Serwar. "Library Associations in Bangladesh", International Library Review, 1981, No.13, P.324.

servants to them. But the certificate course of the Association did not receive this formal recognition from Government, although institutions and organisations, both government and non-government, accepted the certificate of the Association as proof of competence while appointing librarians, cataloguers etc.<sup>74</sup>

The Commission foresaw that for running libraries of higher standard, a few thousands trained librarians and library personnel would be needed. So the Commission recommended the inclusion of library science as one of the elective subjects in the curricula of the secondary and degree stages. The Commission further recommended, "Library education departments should be started in the three general universities of Rajshahi, Jahangir Nagar and Chittagong. A library training institute should be established immediately at Dacca for imparting at pre-graduation level."<sup>75</sup>

The Commission painfully observed the deplorable status and emolument of librarians and library personnel of the country. In order to improve their position, it recommended the equation of the pay and status of librarians with those of teachers.<sup>76</sup>

While considering the condition and necessity of Documentation Centre, it recommended the upgrading of the then Scientific Documentation Centre to the status of a National Documentation Centre with maximum possible facilities for scientific, technical and industrial research in the country. It recommended a scheme to be prepared by experts for the establishment of National Documentation Centre.<sup>77</sup>

---

74. Ibid., International Library Review, (1981) 13, PP. 325-326.

75. Bangladesh Education Commission Report, 1974, PP. 241-242.

76. Ibid., PP. 241-242.

77. Ibid., P. 244.

The 19-member Commission was consisted of 30 Committees comprising of about 400 members. Some names appeared repeatedly in various committees. Many of these members were political figures of the past regimes. 'Library Science' constituted the 21st committee, that too being an admixture of Museums, Archives, Planetariums, and so on which never formed a part of modern librarianship, and which demanded separate treatment. Of the 11 members, only two persons could claim and justify their qualifications, status, knowledge and competence for the height of Commission's membership for Library Science Committee. Unfortunately the Department of Library Science—the only post-graduate institution for teaching Library Science in the country escaped the attention of the Commission in forming its Library Science Committee. Without Library Science Department there could not be virtually any library Science Committee. It was "a marriage without the bridegroom".

#### Libraries in Primary Schools

The Education Commission Report accepted that the primary responsibility to create interest in books laid firstly with the guardians and later with the schools. But hitherto no national plan in Pakistan embodied the very concept of circulation of books to primary schools.<sup>78</sup> Consequently, teachers could not widen their vision, and education was solely dependent upon text-books. The Report therefore, rightly recommended the circulation of books to primary (and also secondary) schools through a proposed public library at each Thana which would send books to one or more selected primary schools being treated as bookmobile/rotating centre at each Union. The Report

---

78. Saiful Islam, K.M. Library Science News Bulletin, No. 6, 1981, P. 25 .

was silent about book collection, book selection, and approximate expenses under each head for each model thana public library. It was more a fantastic idea and puerile thesis to have open-shelf system in the school class rooms (class I-V) when we could not fully introduce open shelving even in the libraries at the University level. In that case books would be eaten by kids like the hot cakes.

The standard recommended was the lowest and was not impracticable in the context of the then resources. But it would not be possible, within one single plan period to push up all the libraries in our educational institutions to the prescribed standard.

Standards recommended were lower than those maintained in progressive countries. Upward revision of these standards would be necessary in consideration of the importance of libraries for the success of our education system. So the Commission said "these standards should, therefore, be reviewed every five years".<sup>79</sup>

#### Libraries in high schools

The Commission emphasising the establishment of libraries in the secondary schools specified librarians qualification test which was not at par with that of the teachers. Every high school librarian's basic qualification would be graduation with Diploma in Library Science, and the Cataloguer would be a graduate with Certificate, or Intermediate with Certificate in Library Science. All school librarians must have faculty status. They should also have teaching period two days a week. If matriculates with few weeks' library training were appointed full-time librarians in 22 pilot schools, it was not only a mistake, but also a blunder.

---

79. Bangladesh Education Commission Report, 1974, P. 232.

### College Libraries

The Report seemed to be very weak in specifying the qualifications for Librarians at various levels. It lamented, on one hand, for not according gazetted status to many govt. college librarians,<sup>80</sup> while on the other hand it recommended merely a graduate with diploma as the college librarian, which is again a big contradiction. College librarians must be M.A. in Library Science or M.A. in any other subject plus M.A./Diploma in Library Science.

### University libraries

The Report spoke about the appointment of Reference Librarians and reference assistants for universities. but it was altogether silent about the qualifications and status of the university librarians.

### Public libraries

The then existing three govt. public libraries in Dacca, Chittagong and Khulna were extremely inadequate for a country of the then 19 districts. There were about 120 so-called public libraries in Bangladesh which, according to Unesco's definition, were never public library since they did not qualify for the criteria and functions of a modern public<sup>library</sup> operated by the people, for the people, established and maintained under clear authority of law, supported wholly or mainly from public funds, open for free use on equal terms to all members of the community without any distinction of profession, creed, class or race. But these libraries did not qualify most of these criteria i.e. they were not established or maintained by Act or Legislation;<sup>81</sup> not supported by (library) public tax, and hence people did not have democratic rights for free use; they did not have lending service, the most important of all functions, and therefore they were never democratic institutions.

---

80. Majid, A.F. Fazlul, "College Libraries in East Pakistan", The Eastern Librarian, Vol. 8, No.1, Sept. 1969, P. 30.

81. op. cit. 78.

The Report miserably failed to define and recognize what a public library was or should be, and what was the existing status of service rendered by these institutions, and if they did not qualify the modern criteria and functions of a true public library, what steps would be taken to improve the status and extent of services so that they could at least be rated as democratic and public. Everytime we talk of money, government aid, and Law for anything. Library legislation and money alone cannot solve the problem like a miracle. In a developing country like Bangladesh we must first emphasize upon our efficiency, qualifications and devoted labour than asking more money in order to render expert services.

#### National libraries

The Report seemed to have deliberately blacked out the information of the existence of a national library in medicine and science, viz. the National Medical Library, established by the government in 1974 at Mohakhali with the aid of the Asia Foundation. The necessity of a general National Library as the largest national reference and research centre was however deeply acute. The Report made the most ambiguous, absurd and puerile claim that the "central library" should be converted into National Library. The term is ambiguous. The Bangladesh Central Public Library, Dacca worked as the central office for the existing three govt. public libraries. With various departmental libraries, the Dhaka University Library is also known as the 'central library' in the campus. But none of these, according to specialists' view, merits the justification of becoming a national library as judged by any standards of library systems. National Library<sup>82</sup> is the reservoir of national heritage, and it must possess

---

82. The Directorate of Archives and libraries, Cultural Affairs Division of the Ministry of Education has been given the responsibility to build up the National Library of Bangladesh.

100 p.c. of the national literature. Bangladesh Library Association mainly considered the economic and time factor when it said "...conversion of Bangladesh Central Public Library would minimise much cost, both capital and establishment and eliminate wastage of time. Bangladesh suffered tremendously due to absence of National Library, in so far as, for instance on comprehensive collection on the nations' history, specially its struggle for independence".<sup>83</sup>

### Library Education

The Report recorded that the then available facility of library education was meagre. It was fact, because none of the other universities was able to introduce this course. But it failed to record that apart from post-graduate Diploma and M.A. courses, the Dhaka University also started M.Phil course in Library Science. The claim for the "immediate" establishment of a so-called 'Library Institute'<sup>84</sup> at Dhaka for library training at undergraduate level was another brainchild of misguided, twisted imagination. All the developing countries of the world are gradually abolishing undergraduate courses in librarianship in order to attain high standards of service in the profession. With the introduction of Library Science courses in Rajshahi, Chittagong and Jahangirnagar Universities, ultimate aim should also be to abolish such undergraduate course which merely produces clerk-librarians and which was responsible for lowering the status of library services in the country. It is surprising that the Report justified the erection of building for such an auxiliary, unnecessary institute while it was shy of establishing such a national research centre as the Bangladesh National Library. A glaring flaw of this Report was that it did not pay any emphasis on teaching library science in Teachers' Training

---

83. The Eastern Librarian, Vol. X, 1976, P. 194.

84. Library Training Institute has been established in the Central Public Library Building, Dhaka. This is run by the Library Association of Bangladesh.

colleges.<sup>85</sup>

With all differences to the Education Commission we would point out that their recommendations in regard to libraries in institution of technical/professional education e.g. Engineering colleges, Agricultural colleges, Medical colleges and so on were either non-existent or scrappy. For obvious reasons, the Commission could not take into its sweep all technical and commercial institutes of under-graduate level spread all over the country. Lastly the Commission was silent about some very special types of libraries e.g. Libraries in Atomic Energy Commission, Bangladesh Institute of Development Studies etc. which were as essential as any other types of libraries mentioned in foregoing pages.

The Commission's recommendations for the creation of Directorate of Libraries was given due attention by the government and the Department of Public Libraries was created and put to function by the government on and from November 11, 1983.

Whatever be the shortcomings, gaps, flaws and deficiency in the Report relating to development of Libraries and Librarianship, it is no denying the fact that this Report was more or less pragmatic and functional. It was the first of its kind in Bangladesh. Unfortunately the standards recommended by the Commission were not duly considered. But it must be admitted that it is the most comprehensive of all the previous schemes or plans made for library development in Bangladesh since her emergence.

---

85. In 1983 the Enam Committee recommended for the creation of 4 permanent posts of Lecturers and 4 posts of Assistant Professors in 4 Teacher's Training Colleges in Bangladesh.



Bangladesh National Education Seminar: 1976

Though the Education Commission Report was published in 1974, it was unfortunately almost ineffective due to the unfavourable situation prevailing in the country. The standard of education instead of being improved as per the Commission's Report further deteriorated. The environment in educational institutions became polluted. The situation specially in the university of Dhaka was painful. At this juncture the University of Dhaka sponsored the Bangladesh National Education Seminar in 1976. The Seminar was organised between 4-6 April, 1976 in Dhaka with the co-operation and collaboration of Ministry of Education, Government of the People's Republic of Bangladesh, all the Universities and educational institutions of the country.<sup>86</sup> The main objectives of the Seminar were to examine, evaluate and assess the standard of education and environment for education. The seminar discussed different problems confronting education and tried to find out possible solutions. Educationists from different levels participated in the discussions and presented scholarly papers.<sup>87</sup> They threw light on different aspects of education and made a good number of recommendations.

It is worthwhile to mention that papers on "Standard of primary education", "Standard of college education", "Standard of University education", "Environment for primary education", "College education and university education"<sup>88</sup> were read, followed by discussions. Panel discussions and recommendations were made on imparting education at the universities; on research; syllabi;

---

86. Bangladesh National Education Seminar: 1976 (in Bengali), Dacca: University of Dacca, 1978, P. 7.

87. Ibid.

88. Ibid.

books and other equipment; admission of students in the University; examination system and methods of the university teaching; education in the colleges; College Syllabi; text books; equipment; admission of students in the colleges; education at the secondary level; syllabi; textbooks and other equipment; admission of students at the secondary level; examination system; syllabi; residential facilities for students at the secondary; college and university levels; social and cultural influence on students; need for religious and social values towards creating educational environment; need for guidance to students at different levels of education; role of teachers and guardians in creating healthy educational environment and standard and environment of primary education.<sup>89</sup>

On a careful study of the recommendations made at the seminar it was interesting to note and notice that the panels recommended *that* (1) cyclostyled copies of relevant portions of books held in university libraries should be distributed to the students,<sup>90</sup> (2) Book budgets should be increased for the university libraries; (3) Standard of internal organisation of university libraries should be raised;<sup>92</sup>(4) the University Grants Commission should expedite the implementation of the project for establishing Central Reference Library<sup>93</sup> as no single university library could afford to equip it with rare books and standard journals on all subjects; (5) Adequate funds should be granted for establishment of school libraries with sufficient number of books;<sup>94</sup>

---

89. Ibid., P. 10.

90. Ibid., P. 127.

91. Ibid., P. 130.

92. Ibid.,

93. Ibid.

94. Ibid., P. 149.

(6) Central Public libraries should be established, construction of Union catalogue be made and inter-library loans system should be initiated and effected<sup>95</sup> and (7) College Libraries should be developed.

It is no denying the fact that need and role of libraries at all levels of education can not be overemphasised. Education and library are two inseparable indivisible concepts, both fundamentally and synchronically related to and co-existent with each other.<sup>96</sup> One can not be separated from the other, and the existence of one is an impossibility without the other. None of them is an end in itself, rather both of these together are means to an ultimate end. One dies as soon as the other perished. Education is a process and the result of acquired knowledge and the culmination of observations and experiences, while a library is both the fountain, source, protector and storehouse of that knowledge and experience.<sup>97</sup>

The recommendations made by the learned seminar although were not all comprehensive, objective, constructive and reformative, but nevertheless significant and pragmatic. It was a good sign that educationists, teachers and educational administrators and those who were in the helm of affairs of planning felt the need for giving emphasis on the indispensable role of books and libraries in the field of education at all levels for a country like Bangladesh. But unluckily its effects upon the development of academic libraries including school libraries were not noticeable.

---

95. Ibid., P. 158.

96. Glaister, Geoffrey, "First Comes Education, The Eastern Librarian, Vol. III, No.4, 1969, P.I.

97. Islam, K.M.Saiful, "The Role of Libraries in Education", The Eastern Librarian, Vol. III, No. I, 1968, P. 49.

### Box Library Scheme

An agreement was reached between The Asia Foundation, Dhaka and the Government of the People's Republic of Bangladesh to introduce a Box Library Scheme for the financial year 1976-77. This operated through the Divisional Government Public libraries on experimental basis.<sup>98</sup>

Under this programme The Asia Foundation donated Boxes with Bengali books to the Director of Public Instruction with a view to operate the Scheme in the rural areas around. These were sent to the selected centres at thanas in 4 selected districts, one district from each Division. The selection of the recipients of these Box libraries was made from 20 thanas in four districts by the Government. For smooth operation of this programme 4 Assistants were recruited by the Government. These assistants were responsible for the books and proper movement of the Boxes among the selected institutions. The books were distributed among the reading public through organisation like schools, social clubs, Union Parishad and so on. A record of such distribution and circulation of books and their use by the people was maintained on monthly basis in the registers supplied alongwith the boxes.<sup>99</sup> The monthly requirements of the staff was paid by The Asia Foundation @ Tk. 250/- per month. Transport and other incidental costs to operate the Boxes were also borne by the Asia Foundation. Specifically, this was a commitment from the Foundation's 76-Budget during the period, July 20, 1976 to July 20, 1977.<sup>100</sup> This was a novel mobile system of mobile library extension services in

---

98. Information collected from the Office files of the Officer-on-Special Duty for Library Development, Education Directorate, Government of the People's Republic of Bangladesh, Dhaka.

99. Ibid.

100. Ibid.

the rural areas of Bangladesh. The books on religion, poultry, farming, family planning, cottage industries etc., which these boxes contained were no doubt important from the socio-economic standpoint of the rural people. These are the types of books which are practically useful in the life of the village people in Bangladesh but unfortunately the Scheme continued only for one year. The Asia Foundation Box Services were very effective for educating the rural masses, saving them from illiteracy, ignorance and giving them practical training in subjects most useful to them. Such programme was never done before, and after 1977.

Bangladesh Curriculum Development Committee Report (1977) and Libraries

The Bangladesh Education Commission constituted the Curriculum Development Committee under Resolution No. 1/560 Edn. of 11 November 1975 for critically examining the terms and conditions of the Report on National Education<sup>101</sup> and framing suitable curricula for different stages of education in Bangladesh. The following were the responsibilities of the Curriculum Development Committee:

1. To advise curriculum on the basis of State principles of the country;
- (2) To determine the place of science and technology in education in the country vis-a-vis the developed countries of the world;
- (3) To help frame principles for curriculum from Class I to Class X;
- and (4) To frame principles for helping other Curriculum Development Committees;
- (5) To prepare curriculum for primary, secondary, higher Secondary, Technical and vocational education and training;
- (6) To examine the recommendations of different curriculum Committees, to co-ordinate their activities and to make curriculum at all stages well adjusted;
- (7) To recommend necessary educational equipment and training for teachers in view of the introduction of new curriculum; and
- (8) To

---

101. Bangladesh Education Commission Report, (1974), p. 235.

advise the government in taking decisions on all the above related problems.<sup>102</sup>

The Curriculum Development Committee prepared and submitted to govt. a voluminous Report, complete in 7 big volumes in 1977 entitled Curriculum Development Committee Report.<sup>103</sup> It may be mentioned here that similar two reports were prepared during Pakistani Rule in 1960 entitled Curriculum for Primary School in Pakistan with detailed Syllabus<sup>104</sup> and Report of the Curriculum Committee for Secondary Education.<sup>105</sup>

It is no denying the fact that if library services in educational institutions and educational programmes of the country are not integrated, good result can not be expected and achieved. While preparing the report of the curriculum, the experts and specialists should have considered the potentials of libraries. But it was noticed that the Committee in their 7-volume report mentioned the word "library" only once on page 33 in Part I.<sup>106</sup> While mentioning other items they mentioned 'library' most insignificantly and reluctantly. While the Education Commission Report mentioned "Library is the heart of the institution"<sup>107</sup> the Curriculum Development Committee only qualified that

- 
102. Bangladesh Curriculum Development Committee Report, Vol. I, 1977. p. 2-3.
103. Ibid.
104. Government of Pakistan. Ministry of Education. Education Commission Reforms Implementation Unit. Curriculum for Primary Schools in Pakistan with detailed syllabus, P. 228.
105. Government of Pakistan. Ministry of Education. Education Commission Reforms Implementation Unit. Report of this Curriculum Committee for Secondary Education, P. 228.
106. Bangladesh Curriculum Development Committee Report: Vol. I, 1977, P. 33.
107. op.cit. Vol. I, P. 235.

library was desirable but did not say to be indispensable "heart" of educational institutions. As a result "library" in primary and secondary education including curricula could not find its proper place.

This scholarly and colossal report is unfortunately the shocking and frustrating testimony of the negligence towards potentials of libraries in primary and secondary education by educational planners, educators, experts and specialists of Bangladesh.

Proposal for establishing five "STUDY CENTRES" in five zones of Metropolitan Dacca

The number of libraries and Readings Rooms in a sprawling and fast expanding city like Dhaka was far from satisfactory. The then existing ones could not meet the demands for reading facilities specially for students.<sup>108</sup> Students could not afford to buy all text books, recommended books, prescribed books and reference books. Prices of books went high after the Liberation. Many students lived in far flung areas of the city and they did not find a library in their vicinity. Moreover there was lack of network of adequate transport facilities. It was not expected for the students from poor families to take the advantage from the then available transports for using the limited number of crowded, poorly stocked busy libraries of the city. As per policy, the then existing public libraries in the city did not procure textbooks and books recommended by academic institutions, for it was expected that colleges and schools of the city would themselves provide library facilities to their students. But

---

108. Huq, A.M. Abdul (Dr.) "Bangladesh Librarianship calling for S.O.S.", Bangladesh Observer, 5.10.84, PP. 5-6.

it was a matter of great regret that the then existing college/school libraries, due to paucity of funds and shortage of required number of library staff, could not provide and extend required and desired library facilities to their clientele. To help the students in getting required number of title and also copies, it became imperative on the part of the government to establish "study centres" in the city with wellstocked text, recommended and prescribed books. Accordingly in 1970, a draft proposal was made by the Education Directorate for establishment of five "Study centres" in five different areas of the city.<sup>109</sup>

(a) Mohammadpur Centre:-<sup>110</sup> This Centre would serve the students of Mohammadpur, Dhanmondi, Rayerbazer/Sobhanbagh, Green Road, Kalabagan areas. (b) Lalbagh Centre:- This Centre would serve the students of Azimpur, Lalbagh, Chawkbazar, Begum Bazar, Armanitola, Bangshall etc. (c) Ganderia Centre:- This centre would serve the students of Ganderia, Faridabad, Farashganj, Luxmibazar, Narinda, Sutrapur, and Banglabazar. (d) Shantinagar Centre:- This Centre would serve the students of Rajarbagh, Magbazar, Malibagh, Bashabo, Motijheel staff quarters, Shantinagar, Naya Paltan and Shahjahanpur etc. (e) Wari Centre:- This would serve the students of Wari, Tikatuli, Swamibag, Kaltabazar, South Mousuidi, Joginagar etc. Service Pattern:- Each centre would primarily help students to browse, consult and study

---

109. Information and data collected from the Office of Officer on Special Duty for Library Development, Education Directorate, Government of the Peoples Republic of Bangladesh, Dacca.

110. Ibid.



multiple copies of text, recommended and prescribed books on open shelves. The centres would remain open from 8 A.M. to 8 P.M. (i.e. 12 hours a day except Fridays and Saturdays when they would remain open from 8 A.M. to 12 noon, and 8 A.M. to 2 P.M. respectively). Sundays and govt. Holidays would be observed as holidays like other educational institutions. This time table might be revised as and when required.<sup>111</sup>

### Immediate requirements<sup>112</sup>

Premise: The then existing community centres were selected as base for such centres. Five buildings might be requisitioned/hired for the above purpose. The following funds would require for hiring five buildings: Rent for 5,000 sqft building space @ Tk. 20 per sqft. i.e. Taka 10,000 X 5 = Taka 50,000/- (approximately for five centres).

Furniture and equipment:- For starting a new study centre, many special types of furniture and equipment would be required. An amount of Tk. 2,00,000/- was bare minimum requirement. Cost of furniture and equipment for one centre and also five centres for initial year (non-recurring) and for subsequent years (recurring) was planned below:

<u>For initial year (non-recurring)</u>	<u>For subsequent year (recurring)</u>
For one centre Tk. 200,000/-	Tk. 2,00,000/- 20% of 2,00,000/- (20,000/-)
	Tk. 2,20,000/-
For five centres (Tk. 2,00,000/- X 5) Tk. 10,00,000/-	Tk. 11,00,000/-

For proper services twenty eight items of furniture and equipment<sup>113</sup> were planned to be required.

111. Ibid.

112. Ibid.

113. Ibid.

For efficient running of these "Study Centres" the following library staff were required.<sup>114</sup> As the centres would remain open for 12 hours, staff would have to work in two shifts.

Designation	No. of post.	Grade	Scales	Fund required for first year (non-recruiting) for 5 centres.	For subsequent.
1	2	3	4	5	6
Librarian	1	IV	500-1250	500X12X5X1 = 30,000	33,000/-
Assistant Librarian	1	V	475-1275	475X12X5X1 = 28,500	31,350/-
Reference Assistants	2	VI	375-925	375X12X5X2 = 44,000	48,400/-
Reading Hall Assistants	4	VII	310-670	310X12X5X4 = 74,400	81,840/-
Cataloguers	2	VII	310-670	310X12X5X2 = 37,200	40,920/-
Head Assistant	1	VII	310-670	310X12X5X1 = 19,100	21,010/-
Accountant	1	VIII	220-420	220X12X5X1 = 13,200	14,520/-
Clerk-cum-Typist-1	1	VIII	220-420	-do- = 13,200	14,520/-
Check-post Attendants	4	IX	145-275	145X12X5X4 = 34,800	38,280/-
Night Guards	2	X	130-240	130X12X5X2 = 15,600	17,160/-
Cleaners	2	X	-do-	-do- = 15,600	17,160/-
Duftary	1	IX	145-275	145X12X5X1 = 8,700	9,570/-
Book sorters	2	IX	-do-	145X12X5X2 = 17,400	19,140/-
Sweeper	1	X	130-240	130X12X5X1 = 7,800	8,580/-
Orderly Peons	2	X	-do-	130X12X5X2 = 15,600	17,160/-
				3,75,100/-	4,12,610/-

114. Ibid.

Estimated Cost for five Centres<sup>115</sup> were as follows:

For initial year(non-recurring)		For subsequent years(Recurring)
		30% added
1. Book and materials	4,00,000/-X5-20,00,000/-	Tk. 22,00,000/-
2. Furniture and equipment	2,00,000/-X5-10,00,000/-	Tk. 11,00,000/-
3. Salary of Staff	3,75,100/- 3,75,100/-	Tk. 4,12,610/-
4. Contingencies	50,000/-X5 2,50,000/-	Tk. 2,75,000/-
5. House rent	10,000/-X5 50,000/-	Tk. 55,000/-
	<u>Tk. 36,75,100/-</u>	<u>Tk. 40,50,000/-</u>
	Say:- 38,00,000/-	Say:- 40,50,000/-

This was a very important programme for renting out textbooks to students in general and college and university students in particular who could not or did not purchase textbooks for their academic purposes. This programmes also attempted to divert the attention of the students in reading text books instead of cheap notebooks which are harmful. But professionally it should be stated that the aims of the Centres were onesided. It gave stress on reading of text books only. The importance of this kind of study Centre was more important in the rural areas where students could not and did not get books to purchase because of their poor socio-economic condition and non-availability of books in rural areas. Unfortunately this proposal was not materialised by Government. Similar Centres named Textbook Libraries were successfully implemented and executed in West Bengal for the benefit of students in consulting textbooks for maintaining academic standard in the public examinations.<sup>116</sup>

115. Ibid.

116. Granthagar, Calcutta: Bengal Library Association, 1980, p. 31.

Bangladesh Two-year plan (1978-80)

The First Five-Year Plan (1973-78) was prepared within one and a half years of Liberation of Bangladesh when a new government was in its early stage of formation and yet beset with stupendous economic and social problems. Besides institutional limitation, the Plan was seriously handicapped by the inadequacy of statistical information. Above all the Plan got off a difficult start due to global inflation and depression in the leading world economies which made aid prospect gloomier. The Plan could not simply operate under these circumstances.<sup>117</sup>

The First Five Year Plan of Bangladesh was due to expire on June, 30, 1978. The question of beginning the preparation of the Second Five Year Plan was mooted in the middle of 1976 and was under consideration for sometime. Undoubtedly there were two opinions, one for preparing the regular second Five Year Plan effective from July 1978 and the other for a short term plan. Strong arguments were advanced on both sides, and in June 1977 Govt. decided for the formulation of a Two Year Plan for the period July 1978 to June 1980.<sup>118</sup>

This was due to the fact that by the end of the First Plan, a second Five Year Plan could not meaningfully be undertaken as a large number of projects could not be finished within the stipulated period. Therefore, a Two Year Plan was formulated to complete as many of the ongoing schemes as possible within the available resources.<sup>119</sup>

---

117. Bangladesh. Planning Commission. The Two Year Plan: 1975-80, P.3.

118. Ibid., P.23. See also Statistical Pocket Book of Bangladesh, P. 594, TYP was made to complete many ongoing projects.

119. Statistical Year book of Bangladesh: 1983, Dhaka: BSS, 1983, P.594.

The objectives of the plan were as follows:-

1. to achieve higher rate of growth of the economy over what was achieved during the First Plan, 2. to develop the rural economy, 3. to reduce dependence on foreign aid, 4. to expand employment opportunities, 5. to move forward self-sufficiency in food grains and 6. to improve provision of basic needs such as food, clothing, drinking water, health services and education.<sup>120</sup> The plan gave priorities to the following<sup>121</sup> (a) "To attach top most priority to ongoing projects/programmes which could be completed by June, 1980 (b) To prune those projects which either no longer met social/economic profitability criteria, or for which proper feasibility had not been established; (c) To include projects/programmes for which foreign aid was available or in sight; (d) To include quickly yielding and complementary projects/programmes which would contribute to the increase of output; (e) To give priorities to labour intensive projects/programmes which would create more employment and ensure the use of local resources and local participation; (f) To mount maximum efforts for the expansion and diversification of exports; (g) To improve management and rationalise cost of operations in the public sector, and to provide greater assistance to private Sector in the preparation and implementation of projects; (h) To undertake surveys/studies essential for preparation of the Second Five Year Plan/perspective plan. (i) To include projects which will create infrastructure for the implementation of the Second Five Year Plan.

---

120. Bangladesh. Planning Committee. The Two Year Plan: 1978-80, P.3.

121. Bangladesh. Planning Commission. Guidelines on the Two Year Plan, 1975-80, p.2.

The projects of establishment of National Library and National Archives were included in TYP. It was stated that "The schemes taken up for implementation included the development of National Archives and libraries."<sup>122</sup>

The original project of the National Library of Tk. 27.70 lakhs were recast for Tk. 501.88 lakhs. The Project Evaluation Committee in considering the project recommended only one multi-storied building for the combined scheme for National Library and National Archives. It also recommended a Sub-committee to examine the details of the project. The Sub-committee in its meeting on June 12, 1980 suggested some measures for minimising the cost.<sup>123</sup> After 18 days of the meeting of the sub-committee the TYP ended. So there was no noticeable progress of the project in the TYP although funds were allocated through ADP. Tk. 86.70 lakhs were allocated in the year 1979-80 for the combined scheme. Tk. 84.75 lakhs were spent. Total allocation and expenditure of the combined scheme from 1975-76-79 is stated below.<sup>124</sup>

(Taka in lakhs)

Financial Year.	Allocations			Expenditure made		
	Local	F.E.	Total	Local	F.E.	Total
1975-76	5.00	-	5.00	-	-	-
N.L.				1.40	-	1.40
N.A.				1.40		1.40

122. op.cit. 117, p. 232.

123. Directorate of Archives and Libraries. Combined scheme of the National Library and National Archives of Bangladesh (Revised), (Code No. 110-021-0901-1976), p. 26.

124. Bangladesh. Planning Commission Revised Annual Development Programmes for 1975-76, 1976-77, 1977-78, 1978-79.

<u>1976-77</u>				
N.L.	3.00	-	3.00	3.00 - 3.00
N.A.	<u>3.00</u>	-	<u>3.00</u>	<u>3.00</u> - <u>3.00</u>
	6.00		6.00	6.00 - 6.00
 <u>1977-78</u>				
N.L.	4.50	-	4.50	4.50 - 4.50
N.A.	<u>4.50</u>	-	<u>4.50</u>	<u>4.50</u> - <u>4.50</u>
	9.00		9.00	9.00 - 9.00
 <u>1978-79</u>				
N.L.	27.60	-	27.60	27.26 - 27.26
	<u>27.60</u>	-	<u>27.60</u>	<u>27.26</u> - <u>27.26</u>
	55.20		55.20	54.86 - 54.86
 <u>1979-80</u> (combined)				
	<u>86.70</u>		<u>85.70</u>	<u>84.75</u> - <u>84.75</u>
Total	160.90		160.90	156.01 - 156.01

The construction work including piling work for foundation was started. The public library development projects<sup>125</sup> which could not be completed<sup>126</sup> during FFYP was taken up for implementation under the Two Year Plan (1978-80). In the case of project No. 1 new buildings for five district level non-govt. public libraries were constructed. Ten libraries were given necessary funds for improvement of buildings, procurement of furniture and books. The entire amount of the allocation was disbursed. The library Institute was also established. The break down<sup>127</sup> of the items of expenditure of the sub-project "Rehabilitation of the Central Public Library" was as follows:-

---

125. Directorate of Education. Development of Public Libraries Govt. and Non-govt. in Bangladesh, Project No. 1 and 2, 1973-78.

126. Ibid.

127. East Pakistan. Education Department. Rehabilitation of Central Public Library. (Revised).

a) Cost of land (4 Acres)	-	4.60 lakhs.
b) Land Development	-	1.00 lakhs.
c) Construction Cost 74,000 sq. ft.	-	22.20 lakhs.
1) Library Building:		
Ground Floor	-	21,000 sft.
1st floor	-	14,500 sft.
2nd floor	-	9,000 sft.
ii) Quarter for essential staff-		3,000 sft.
iii) Cycle & Motor		
Cycle Stand	-	2,000 sft.
iv) Canteen	-	750 sft.
v) Prayer Room	-	750 sft.
vi) Chief Librarian's quarter	-	2,000 sft.
vii) Extension Divn.-		4,000 sft.
viii) Allowances for Corridors, Lift, sanitary etc.		17,000 sft.
		<hr/> 74,000 sft.
d) Architect's fee	-	Rs. 2.20 lakhs.
e) Furniture & Equipment	-	Rs. 1.00 lakhs.
Total Non-recurring:		<hr/> Rs.31.00 lakhs.
f) Staff	-	2.06
g) Books & Periodicals		3.16
h) Contingency		0.21
i) T.A.	-	0.13
		<hr/>
		Total recurring: Rs.5.56
		<hr/>
Grand Total :		Rs. 36.56 lakhs.



Progress of work in this Plan period was very satisfactory. All works except the construction of stack room in the second floor of the library building, construction of staff quarter and completion of the auditorium were completed in this period. No progress was made on organisational structure. The Sub-project was declared completed in June 1980 on the condition that the remaining incomplete works would be taken up in the Second Five Year Plan.<sup>128</sup> As regards the Sub-project "Chittagong Public Library" there was the placement of Tk. 1.19 lakh with the PWD. But the PWD could not finalise the Plan of the sub-project. It could not complete the detailed estimate of the project. As such there was no progress in any way of the sub-project 'G' even in the TYP. The sub-project-I (establishment of public library at Rajshahi) was also taken up in the TYP. Tk. 12.90 lakhs were provided in the Plan period for construction work. The break-up of construction work was as follows:<sup>129</sup>

1. The Library Building

a) Ground Floor:

i) Main entrance area	-	750 sft.
ii) First reading hall (general)	-	4000 sft.
iii) Islamic section	-	1500 sft.
iv) Periodicals room	-	1000 sft.
v) Stack room	-	4000 sft.
vi) Processing Section	-	1800 sft.

---

128. Bangladesh Central Public Library. Development of Bangladesh Central Public Library (1980-84), (Code No. 110-030-0901-1980, pp. 3-6.

129. Bangladesh Central Public Library. Development of Rajshahi Divisional Public Library (Revised), (1973-83), (Code No. 110-031-0901-1980), pp. 4-19.

b) <u>First Floor:</u>		
i) Administrative block	-	1950 sft.
ii) Second Reading hall	-	4000 sft.
iii) Stack room	-	4000 sft.
iv) Auditorium	-	3000 sft.
c) Principal Librarians quarter	-	1000 sft.
d) Staff quarter	-	1200 sft.
e) Cycle stand, Canteen Prayer hall	-	1000 sft.
		29,200 sft.
Addition of 25% for walls, staffs, Corridors, storage space etc.	-	7300 sft.
Addition of 5% for Sanitary Accommo- dation	-	1460 sft.
		37,960 sq.ft.
	say	38,000 sft.
Construction cost @ Rs. 30/-per sft. =		Rs.11.40 lakhs.
Land development =		Rs. 0.50 lakhs.
Cost of land =		Rs. 1.00 lakhs.

Total Cost=Rs. 12.90 lakhs.

The construction work of the sub-project could not be started in time because of the delay in acquisition of land and finalisation of the Plan.<sup>130</sup> So the sub-project could not be fully implemented. The construction of the library building was completed except mosaic works, white washing, window grills, sanitary and water supply and

---

130. Ibid., p.4.

electrical works, compound road, auditorium, residential quarters, prayer hall and cycle stand.<sup>131</sup> No professional was appointed for the library during this period. Under such situation the sub-project was revised and taken up in the Second Five Year Plan of Bangladesh.

In the two-year plan also the same lethargy and lack of due attention was visible on the part of the government machinery in completing the projects started in the First Five Year Plan. Tk. 1.90 lakh was sanctioned for the development of Chittagong Public Library. But the concerned Govt. machinery could not even prepare the design of the Plan and details of expenditure. As such the concerned library development programme was delayed. The same delay was noticeable in the case of Rajshahi Public Library. One of the important causes for this undue delay was the absence of any agency, exclusively meant for the development of libraries.

The main purpose behind the Two Year Plan was the completion of the incomplete projects of the First Five Year Plan but some of the remaining unfinished projects of the FFYP could not be completed even in the Two Year Plan Period.

#### The Second Five Year Plan (1980-85)

The objectives of the Second Five Year Plan were formulated in the context of overwhelming problems of poverty, unemployment, illiteracy and malnutrition of the masses, mostly living in rural areas. In the past high growth rate of population on one hand and slow growth of economy on the other had accentuated these problems over time. These were so massive problems that only humble success could be achieved in the medium-term plan period. Keeping view of these limits the objectives of the Plan were defined as follows:-

---

131. Ibid., p.5.

1. To bring about a noticeable improvement in the standard of living by ensuring adequate supplies of the basic needs. (2) To bring about significant improvement in the quality of life in the rural areas. (3) To expand opportunities for gainful employment. (4) To eliminate illiteracy. (5) To reduce the rate of population growth. (6) To attain higher degree of self-reliance. (7) To move towards a more equitable distribution of income, resources and opportunities for better social justice. (8) To accelerate food production and (9) To accelerate the pace of economic development.<sup>132</sup>

In the field of Sports, Culture and Religious Affairs one of the objectives was to expand library services for the rural people.<sup>133</sup> "Libraries and Archives" were the broad heads of the cultural programme of the plan period.<sup>134</sup>

The Plan observed that "Bangladesh was particularly poor in library resources and services whether for the ordinary reader or a research scholar. Development of libraries in both public as well as private sectors had been unusually slow. Illiteracy among the people combined with indifferent attitude of the educated towards development of libraries accounted for the poverty of libraries in the country. Progress in field of public libraries in the Divisional headquarters was below the desire. Non-government public libraries at district and sub-division levels were also below the accepted standard. The public library system in the country needed overhauling

---

132. Bangladesh. Planning Commission. The Second Five Year Plan (1980-85), 1980, p.4.

133. Ibid., pp. XVI-46.

134. Ibid., pp. XVI-48.

with effective institutional support".<sup>135</sup> The Plan contained the programme of "development of central public Library at Dacca, Divisional libraries and selected district, sub-divisional and thana libraries, training programme for librarians and books for all libraries."<sup>136</sup>

The programme of library development of the Plan was comparatively very comprehensive. The Plan contained network of Library development from thana to the capital city of the state and facilities for training of librarians and sufficient number of right books for the right readers.<sup>137</sup> The Plan recognised these things and made provision for them.

The Plan contained programme for the development of National Library and National Archives. It envisaged that the National Library will be developed which will be the largest repository of books and periodicals in the country. It will form the apex of library system. The National Library and National Archives will jointly share one building and other facilities".<sup>138</sup>

The Plan took the programme of development of Islamic Foundation and establishment of Islamic Cultural Centres in each Divisional headquarters with library and training facilities.<sup>139</sup> During this plan period, conscious efforts were made in form of definite programmes for utilising the mosques for mass education and the services of the Imams for the purpose. Programmes were included in the Plan for setting up of libraries in 5,000 mosques during the Plan period.<sup>140</sup> Mr. A.Z.M. Shamsul Alam a former C.S.P. in his book rightly recommended for the establishment of library in Mosques.<sup>141</sup>

135. Ibid., pp. XVI-49.

136. Ibid.

137. Ranganathan, S.R. Social Science Research and Libraries, London: Asia Publishing House, 1960, p.8.

138. Bangladesh Planning Commission. The Second Five Year Plan, (1980-85 pp. XVI-49.

139. Ibid., pp.XVI-50.

140. Ibid.

141. Alam, Shamsul. Mosque Library, Dhaka: Islamic Foundation, 1983, pp. 1-31.

The Plan earmarked Tk. 5.50 crores for development of public libraries during the Plan period. The amount would be spent for completion of the Central Public Library, development of Divisional Government public libraries, district public libraries and purchase of books for all. The same amount of money i.e. Tk. 5.50 crores were budgeted for National Library and National Archives. The items of expenditure were fixed. These were for preparation of National Bibliography, reference services, office building etc.<sup>142</sup> Tk. 2.50 crores were allotted for the development of 500 Mosque libraries, purchase of almirahs and books. Islamic Foundation Library, Dacca was allotted Tk. 0.50 crore for purchase of books on religious affairs.<sup>143</sup>

The aims and objectives of the Second Five Year Plan vis-a-vis previous two Plans, envisaged that unlike other previous Plans made during British Rule, Pakistani Rule and Bangladesh times, planners and policy makers stressed the need for functional National Library and network of public libraries, potentials of libraries in removing illiteracy in Bangladesh by establishing libraries in thanas and Mosques. It is no denying the fact that in a poor country like Bangladesh, government, people and the intelligentsia felt and expressed the need for library service and they realised that the supply and

---

142. Bangladesh. Planning Commission. The Second Five Year Plan (1980-85), pp.XVI-53.

143. Ibid., pp. XVI-54.

establishment of libraries would create demands for good and large number of libraries for social, economic emancipation of the people and overall reconstruction of the country. It would be most wise and desirable if the Planning Commission, educationists and economists would make a comprehensive, exclusive and exhaustive, functional and pragmatic Plan for library development for the country with adequate funds, manpower and resources. The following were the List of library development projects included in the Second Five Year Plan with allocations.<sup>144</sup>

( Tk. in lakh)

Sector/Sub-Sector Name of Projects	Approval status	Estimated cost.	SFYP Allocation	
			At 1979/ '80 prices	At current prices
1	2	3	4	5

Agriculture:

1. Establishment of National Agriculture Library in BARC.	A	149.28	0.49	0.55
---	---	--------	------	------

Education and Religious Affairs.

1. Setting up of Mosque Libraries for Community Development.	A	100.00	68.94	100.00
2. Islamic Foundation Library Development	A	50.00	37.25	50.00

144. Bangladesh. Planning Commission. The Second Five Year Plan 1980-85 (List of Projects), Dhaka; November, 1983.

	1	2	3	4	5
--	---	---	---	---	---

Scientific & Technological Research (SRT):

1. BCSIR Laboratory Library.	A	89.50	23.70	26.50
2. National Science Library.	U	120.85	105.50	173.10

Health:

1. Establishment of National Health Library and Documentation Centre	A	42.36	28.57	40.00
--	---	-------	-------	-------

Sports and Culture/  
Culture:

1. Devt. of National Library	A	305.50	184.52	223.44
2. Devt. of Bangladesh Central Public Library	A	90.90	84.60	106.03
3. Devt. of Rajshahi Div. Public Library (Revised)	A	116.40	62.00	81.09
4. Extension of Khulna Div. Public Library.	A	49.26	29.17	40.47
5. Devt. of Thana Public Library-cum-Auditorium.	A	101.00	36.93	45.00
6. Devt. of Ctg. Divisional Public Library.	U	100.00	20.00	31.96

National Library

The Project Evaluation Committee in its meeting held on September 9, 1980 considering the proposed revised project alongwith the recommendations<sup>145</sup> of the Sub-Committee recommended:-

145. Bangladesh. Planning Commission. Education and Training Sector. No. P/EDN/EGS-13/74/75 (Part III) dated 27.9.1980.



" i) The scheme should be re-named as "Combined Scheme for National Library and National Archives. (ii) The total cost of the scheme should be fixed to Tk. 465.18 lakhs. (iii) Only two floors of the stack block would be air-conditioned with package air-conditioners in place of central air-conditioning system. (iv) Construction of building of National Archives would be considered upon completion of the building for the National Library in the light of availability of resources etc. (v) The building of National Library would be shared by both the organisations i.e. National Library and National Archives, till the National Archives building was available for use."<sup>146</sup>

The Executive Committee of the National Economic Council in its meeting<sup>147</sup> held on December 30, 1980 finally approved the scheme as per the recommendations of the Project Evaluation Committee stated earlier. The project was renamed as "Combined Scheme for National Library and National Archives". The objectives of the project were:-

"(i) To maintain and develop a national collection of library materials; (ii) to serve as a national reference and research library; (iii) to compile national bibliography and provide other bibliographical services as required; (iv) to compile a union catalogue; (v) to be responsible for inter library loans, both within the country and internationally; (vi) to serve as a centre for the dissemination of information on national and international basis and to assist in

---

146. Bangladesh Planning Commission. The Second Five Year Plan of Bangladesh (1980-85), Dhaka, May, 1983, p.23.

147. Administrative approval No. Dev. 1-72/77/61 dt. 9.2.81 issued by the Ministry of Sports and Culture.

general, in the field of library co-operation; (vii) to serve as a coordinating and assistance centre for all libraries in the country; (viii) to serve as an international book exchange centre; (ix) to serve as a national photocopying centre; (x) to provide scientific information and reference services to all classes of readers; and (xi) to provide educational and training facilities in the field of library management and administration".<sup>148</sup> The duration of the project was from July 1976 to June 1985. Work components of the project with cost were as follows:

Name of items	Cost (Tk. in lakh)
1	2
i) Cost of land (About 2 acres)	20.00
ii) Development of land	4.50
iii) Architect's fee	18.22
iv) Construction of functional building (A seven storied building with a total floor area of 1,01,340 sq. ft.)	240.68
v) Construction of Roads and Footpath	5.00
vi) Sanitary, water supply etc.	12.28
vii) Internal Electrification	30.71
viii) Construction contingencies (PWD's) departmental charges etc.)	18.22
ix) <u>Machinery &amp; Equipment:</u>	
a) Lifts (2 Nos.)	20.00
b) Airconditioners (8 Nos.)	20.00

148. Directorate of Archives and Libraries. Combined Scheme of the National Library and the National Archives of Bangladesh (1976-85)  
(Code No. 110-021-0901-1976).

c) Transport Vehicle (1 No.)	1.50
d) Office equipment	1.07
e) Repair, preservation & binding equipment.	5.00
x) Furniture	15.00
xi) Purchase of Books and Journals	13.00
xii) Pay & Allowances (for total 62 posts)	25.00
xiii) Training of Officers	5.00
xiv) Contingencies	10.00
Total:	<u>465.18</u> <sup>149</sup>

Construction work was started by the Public Works Department but in 1981-82 the Planning Commission reduced the cost of the project to Tk. 305.50 lakhs from the approved costs of Tk. 465.18. As a result of the cost rationalization the 4th, 5th, 6th, and 7th floor of the stack blocks were dropped. The rationalised cost was insufficient even for the reduced scheme. Moreover the construction cost due to inflation increased abnormally. So the inter-ministerial meeting held on February 01, 1983 in the Planning Commission recommended the following revision of the project:

"(i) The cost should be limited within a reasonable amount, not exceeding Tk. 426.00 lakhs in any case. (ii) Cost of books and furniture should be reduced as much as possible. (iii) There should be no provision for staff salary during the construction works as there could be no need for staff until the project starts functioning,

when also, the staff salary could preferably be met from the Revenue Budget. (iv) Implementation Monitoring and Evaluation Division would check with the PDB as to whether electric sub-station would be at all necessary for the project".<sup>150</sup> The project was revised as per the above recommendations. But even that revised cost was quite insufficient due to further inflation for the completion of the project. So the project Evolution Committee in its meeting on September 29, 1983 took the following decisions for the completion of the project according to the original Plan:

(i) "The project should be completed within SFYP period (by June 19, 1985) at a cost of Tk. 765.00 lakhs out of which Tk. 700.00 lakhs would go for construction. (ii) Sports and Culture Division would provide Tk. 250.00 lakhs by intra-sectoral adjustments. (iii) Airconditioning should not be used for administrative offices and reading rooms/halls. (iv) Number of typists should be four instead of six. Pay scales and designations should be as per new national pay scales and staffing pattern should be dealt with the Establishment Division".<sup>151</sup>

The ECNEC finally approved the further revised project for Tk. 792.30 lakhs (including Tk. 27.30 lakhs for cost escalation) on April 22, 1984,<sup>152</sup> which had the following objectives:

"(i) Collection of books and publications under the Copyright Law and bilateral agreements and preserve them for research and reference purposes. (ii) Collection, scientific preservation and proper maintenance of non-current govt. records and Archives as well as historical documents and manuscript etc."<sup>153</sup>

150. Planning Commission's letter No. P/EDN/EGS-13/74 PT 11 dt. 22.2.83.  
 151. Source: Directorate of Archives and Libraries.  
 152. Cabinet Division's letter No. ECNEC-5/131/84/84(3) dt. 19.5.84.  
 153. Directorate of Archives and Libraries. Combined Scheme of the National Library and the National Archives of Bangladesh (further revised) (1976-85). (Code No. 110-021-0901-1976).

The Sports and Culture Division was the sponsoring authority of the scheme. Directorate of Archives and Libraries was the execution, operation and maintenance authority of the project. Duration of implementation of the project was July 1976 to June 1985. Investment cost of the project with major items of cost were as follows:

Items of cost	Cost (Tk. in lakh)
1	2
i) Cost of land (4.16 Acres including land for National Archives)	41.60
ii) Development of land	13.24
iii) Architects fee	26.00
iv) Construction of functional building (a 7-storied Library Building of 4 blocks of total floor area of 1,04, 880 sq. ft. with construction provision of stack block upto 6th floor and south blocks, east blocks and west blocks upto 2nd floor)	
a) Foundation cost:	83.59
b) Superstructures:	
i) Stack block (upto 6th floor with a total floor area of 40225 sq. ft.)	91.89
ii) South block (upto 2nd floor with a total floor area of 28,055 sq.ft.)	83.87
iii) West block (upto 2nd floor with a total floor area of 17,230 sq.ft.)	51.57
iv) East block (upto 2nd floor with a total floor area of 19,370 sq;ft.)	57.04
v) School block (It is an ancillary work. A School was in the project area which is to be shifted).	2.83

vi) Other Construction Works:	
a) Internal Road, Boundary walls, Sanitary and water supply installa- tions and horticulture	79.72
b) Sub-station building	1.80
c) Pump house	0.50
vii) Internal Electrification.	
viii) Contingencies for construction (PWD's departmental charges etc.)	99.31
ix) Machinery and Equipment:	
a) Lifts (2 Nos.)	20.00
b) Airconditioners 8 Nos. (Package airconditioners for airconditioning two floors of the stack block in order to preserve delicate documents and non-traditional items of Archives and important reading and audio-visual materials).	20.00
c) Transport vehicle 1 No.	3.00
d) Water Pump	1.00
e) Sub-station equipment	25.70
f) Sky light, flood light etc.	3.17
g) Plain paper copier: 1	2.00
h) Fire prevention equipment	1.00
i) Typewriter (4 Nos.)	1.00
x) Furniture	8.00
xi) Books, Journals etc.	6.00
xii) Pay and allowances	2.00
xiii) Contingencies	2.00
	<hr/>
	Total: 765.00
Plus provision for cost escalation	27.30
	<hr/>

Total investment cost: Tk. 792.30

Annual operating/recurring  
expenditure on completion of  
the project were: Tk. 10.25 lakh.

The scheme approved 42 new posts (the then existing 26 posts). Among the approved new posts there were one post of Deputy Director, one post of Chief Bibliographer, one post of Bibliographer, one post of Publication Officer and one Chief Cataloguer. The number of non-professional posts were larger than that of professional posts. The qualification tests for none of them were fixed. The development of the professional side of the library was not duly emphasised. Under the 2nd Plan in the financial year 1980-81 Tk. 107.22 lakhs were allocated. 20% of the functional building was completed. In 1981-82 Tk. 75.42 lakhs were allocated and 8% of the functional building was completed. In 1982-83 and 1983-84 Tk. 21.46 lakhs and Tk. 131.89 lakhs respectively were allocated and with that amount 15% of the functional building and 30% of the installation of the machinery and equipment were done. In 1984-85 Tk. 300.00 lakhs were allocated and with it 17% of the functional building and installation of 70% of machinery and equipment would be completed. Thus in total Tk. 636.29 lakhs were allocated for the completion of the project in different financial years of the SFYP. The project is scheduled to be completed by 30th June 1985.<sup>154</sup>

---

154. Source: Directorate of Archives and Libraries.

Public Libraries

The development of public libraries was also emphasised in the SFYP. The incomplete works of the Central Public Library<sup>155</sup> during the TYP were taken up in this plan period. Because of various procedural, administrative and other reasons the manpower requirements of the Rehabilitation scheme of the Library could not be fulfilled. So the project namely "Development of Bangladesh Central Public Library" was taken up in the SFYP with the object of "Extension of Public Library services and book provision for the people".<sup>156</sup> The duration of the project having investment cost of Tk. 90.90 lakhs (Local Tk. 85.90 lakhs and F.E. Tk. 5.00 lakhs) was from July 1980 to June 84. The annual operating/recurring expenditure of the project was estimated Tk. 9.50 lakhs (L.C. Tk. 9.00 lakhs and F.E. Tk.0.50 lakh). The project was designed to complete the following remaining works<sup>157</sup> of the Rehabilitation scheme of the Central Public Library:

"a) Construction of stack room measuring 5041 sq. ft. on the 2nd floor of the existing library building	Tk. 7.05 lakh
b) Construction of six units staff quarters (3,711 sq. ft.) for essential staff of the library	Tk. 6.68 lakh
c) Remaining work of the auditorium	Tk.31.81 lakh.

---

155. Bangladesh Central Public Library. Development of Bangladesh Central Public Libraries (1980-84). (Code No. 110-030-0901-1980), pp. 3-4.

156. Ibid.

157. Approved project document.



d) Other construction works such as remaining approach road, paved courtyard, compound drain, Arboriculture etc.	Tk. 3.30 lakh
e) Procurement of support facilities such as books, library furniture and equipment, transport vehicle (one book/library van), machinery etc.	Tk. 26.34 lakh.
f) Improvement of support personnel position in order to run the public library services throughout the country	Tk. 9.38 lakh.
Total cost of the project:	<u>Tk. 90.90 lakh.</u>

The manpower requirements approved in the project "Rehabilitation of the Central Public Library (revised)" were examined by the 4 member sub-committee, formed in the Project Evolution Committee meeting held on September 17, 1980 from the standpoint of making the library as the central organisation to look after, control and administer the public library affairs of the country as an executive agency of the Ministry of Sports and Culture. The Sub-committee recommended 29 additional posts (the then existing 53 posts) including one post of the Director of public Library Services, one post of Principal Librarian of the Central Public Library, one post of Dy. Director, and three posts of Librarian. Among the 29 additional posts 14 professional posts (including the Director) were recommended. The non-professional posts were larger in number than those of the professional posts.

### Progress

The project was completed by 30 June 1984 except installation of light and sound equipment in the Library Auditorium. It was exp-

cted that the remaining works would be included in the ADP for 1984-85 as winding up project.<sup>158</sup> The air conditioning of the auditorium may be taken up in the Third Five Year Plan.<sup>159</sup> The newly created posts were not filled up until disbandment of Bangladesh Parishad. A large number of officers and staff of parishad was absorbed to these posts in 1982 according to the decision of the CMLA.

The project of Rajshahi Divisional Public Library included in this plan period was revised with the objective of extension of public library services and book provision for the people. The duration of the project was August 1973 to June 1983. The SFYP allocated Tk. 67.79 lakhs (Tk.64.79 lakhs as local currency and Tk. 3.00 lakhs as F.E.). Tk. 48.61 lakhs were spent under this project upto 30.6.79. So the total cost of the project was Tk. 116.40 lakhs. The sponsoring and execution authority of the project was Ministry of Sports and Culture, and P.W.D. and Bangladesh Central Public Library respectively.<sup>160</sup>

Work components of the project were:

"a) Construction of Library building (of 34100 sft. floor area).	Tk. 60.05 lakh.
b) Other construction works (Compound Wall, Road, Prayer hall, Cycle stand, Canteen etc.)	Tk. 24.00 lakh.
c) Residential building	Tk. 1.59 lakh.
d) Furniture, Machinery and Equipment (Including one Book Mobile).	Tk. 10.48 lakh.

---

158. Source: Bangladesh Central Public Library.

159. Source: Cultural Affairs Division.

160. Bangladesh Central Public Library. Development of Rajshahi Divisional Public Library (Revised) (1973-83), (Code No. 110-031-0901-1980.

e) Pay and Allowances	Tk. 4.71 lakh.
f) Purchase of books	Tk. 13.00 lakh.
g) Other Miscellaneous	Tk. 2.56 lakh.

---

Total Tk.116.40 lakh.

29 posts already approved under this project were created. But the Enam Committee stated later, revised the sanctioned strength. The project was completed by June, 1983.

A project of Tk. 49.26 lakhs for the extension of Khulna Divisional Public Library,<sup>161</sup> established on the recommendation of Mr. L.C. Key (Key Report is stated in chapter-IV) was finally approved on November 21, 1980 under the SFYP of Bangladesh. The project was revised for Tk. 61.15 lakhs and approved on April 4, 1984. The name of the project was "Extension of Khulna Divisional Public Library (revised)". The duration of the project was from July, 1980 to June 1984. The components of the project with cost were as follows:-<sup>162</sup>

"a) Land development	0.75
b) Repairs to existing building	3.31
c) <u>Construction work:</u>	
i) Functional Building (Children Library, Administrative Block and Book Stack, total 11446 sq. ft.)	31.41
ii) Compound Wall	1.92
iii) Internal Road	2.88

---

161. Bangladesh Central Public Library. Extension of Khulna Divisional Public Library (Revised) (1980-84), (Code No. 110-033-0901-1980), p. 3.

162. Ibid.

iv) Sanitary & Water Supply	1.96
v) Electrification	2.94
vi) Construction Contingency (PWD's departmental charges etc.)	7.00
d) Machinery and Equipment (Plain paper copier-1, Typewriter-2, Lawn Mower-1, Furniture-118).	3.15
e) Pay and allowances	0.53
f) Purchase of Books	5.00
g) Other contingency	0.30
	61.15

The project approved and created additional nine posts (the then existing 25 posts). But the Enam Committee approved only 14 posts. The project except some minor works<sup>163</sup> was completed by 30th June 1984.

#### Thana Public Library-cum-Auditorium

In implementing the commitment of Late President Mr. Ziaur Rahman for the establishment of Thana Library-cum-Auditorium<sup>164</sup> in all thanas of Bangladesh, the Divisional Development Boards took the programme of construction of building for the same. But there was no provision of furnishing these libraries with books and furniture. So the project entitled "Development of Thana Public Library-cum-Auditorium" was included in the Second Five Year Plan for furnishing them with books and furniture. The objective of the project, approved by the Planning Commission was the "extension of public library service and book provision for the people". It was proposed in the project that each

---

163. Source: Bangladesh Central Public Library.

164. Govt. of the People's Republic of Bangladesh, Ministry of Sports and Culture. Development of Thana Public Library-cum-Auditorium (1980-85), (Code No. 110-034-0901-1980), p. 3.

thana library would be provided with 2,500 books of Tk. 70,000/- and furniture<sup>165</sup> of Tk. 30,000/-. Thus the total amount required for each thana came to Tk. 1.00 lakh. So Tk. 470.00 lakhs were required to cover the whole country. But due to resource constraints only 100 thanas taking five thanas from each district were taken for development. The project was approved on December 19, 1981.<sup>166</sup> The sponsoring authority of the project was the Ministry of sports and Culture. The local administration was the execution and operation authority. The location of the project was 100 rural thana headquarters. Its duration was from July 1980 to June 1985. The components of the project with cost<sup>167</sup> were:-

(a) Furniture (30,000 X 100) =	Tk. 30.00 lakh
(b) Books (2500 X 28 X 100) =	Tk. 70.00 lakh
(c) Cost of survey/inspection=	Tk. 1.00 lakh.
	Tk. 101.00 lakh.

Annual breakdown of investment cost for the project were as follows:-

<u>Item of cost</u>	<u>Local</u>	<u>Year-I</u>	<u>Year-II</u>	<u>Year-III</u>	<u>Year-IV</u>	<u>Year-V</u>
Furniture	30.00	7.50	6.00	6.00	6.00	4.50
Books	70.00	17.25	14.00	14.00	14.00	10.75
Survey cost	1.00	0.25	0.25	0.25	0.25	
Total	101.00	25.00	20.25	20.25	20.25	15.25

165. Ibid.

166. Source: Planning Commission.

167. Govt. of the People's Republic of Bangladesh, Ministry of Sports and Culture, Development of Thana Public Library-cum-Auditorium (1980-85). (Code No. 110-034-034-0901-1980). Most of the thanas of Bangladesh have been upgraded into Upo-Zilla from 1982 by the present Martial Law Govt.

The physical schedule<sup>169</sup> of the work was as under:-

1980-81	25%	Books and furniture
1981-82	20%	-do-
1982-83	20%	-do-
1983-84	20%	-do-
1984-85	15%	-do-

The financial schedule of<sup>170</sup> work was as under:-

1980-81	25.00	Currency: Local
1981-82	20.25	Taka: In lakh.
1982-83	20.25	
1983-84	20.25	
1984-85	15.25	
	<u>101.00</u>	

During the year 1980-81 there was allocation of Tk. 10.00 lakhs in the ADP.<sup>171</sup> Tk. 9.90 lakhs were placed to 33 thana libraries through the S.D.O. at the rate of Tk. 0.30 lakh each for procurement of furniture. Twenty eight libraries only could draw the funds. Thus the actual utilization was Tk. 8.40 lakhs. In 1981-82 Tk. 35.00 lakhs were allocated in the ADP.<sup>172</sup> Tk. 12.00 lakhs, Tk. 22.26 lakhs

---

168. Bangladesh. Ministry of Sports and culture. Project Proforma (PP), Dhaka: 1980, p.5.

169. Ibid., p.8.

170. Ibid., p.9.

171. Bangladesh. Planning Commission. Revised Annual Development Programme 1980-81, pp. 290-91.

172. Bangladesh. Planning Commission. Revised Annual Development Programme 1981-82, pp. 416-17.

and Tk. 0.74 lakh were for procurement of furniture, purchase of books and survey respectively. Out of this amount Tk. 34.26 lakhs were utilized for procurement of furniture and books by 40 thana libraries.<sup>173</sup> Thus the total amount of Tk. 42.66 lakhs were utilised by 68 libraries. Procurement of furniture for 68 libraries was Tk. 20.40 lakhs. (Tk. 0.30 lakh X 68= Tk. 20.40 lakhs), purchase of furniture for 68 libraries was Tk. 22.26 lakhs (Tk. 32,735/- X 68 libraries= Tk. 22.26 lakhs, i.e. about 47% of the project provision). Funds for furniture were utilised by the libraries through the local administration and those for supply of books were given to the National Book Centre. The NBC supplied about 80% of estimated books to the libraries concerned.

The rationalization committee<sup>174</sup> headed by Major General Shamsuzzaman deferred the project from the ADP of 1982-83 and as a result the rural people were deprived of the library facilities in their area.

The project was undoubtedly a bold, timely and effective step towards extending library services to the people living in rural areas of Bangladesh, where more than 90 per cent of the population live. After completion of the project the scheme will go a long way in creating a countrywide network of public libraries. But it may be mentioned here that there must be a central authority for coordinating and controlling the libraries so that they may be properly managed, maintained and developed. It is most unfortunate that no preliminary survey, investigation or feasibility report

---

173. Ministry of Sports and Culture. Cultural Affairs Division.

174. Report of Major General Shamsuzzaman Committee on Rationalization of ADP 1982-83, Dhaka: 24th June, 1982.

was made before preparing this project. Moreover it was not examined whether any alternative way or technique of providing the services in question was available. It is heartening to note that the project was dropped from the ADP of 1982-83 for reasons, not appreciated by users of libraries.

#### Development of Chittagong Divisional Public Library

The project<sup>175</sup> was taken up during the FFYP and Tk. 19.00 lakhs were provided. But works for this project could not be taken up due to various reasons such as insufficient funds in the ADPS, indecision about the place etc. The entire period of First Plan and the TYP was spent on paper works. The project, was revised and taken up during the SFYP.<sup>176</sup> The cost of the project was Tk. 198.45 lakhs. The duration of the project was from July 1983 to June 1988. A four-storied building<sup>177</sup> (each floor 11,500 sft.) with provision for future expansion was planned. Space analysis of the building was as follows:

#### Ground floor

1. Administrative area	-	1,350 sft.
2. Committee Room 1 (25 persons)		360 sft.
3. Reading Room (Newspaper and periodicals)	-	3,000 sft.
4. Children Reading Room	-	2,000 sft.

---

175. Bangladesh Central Public Library. Development of Chittagong Divisional Public Library (1983-88), (Code No. 110-038-0901-1982), p.3.

176. Order No. Dev. 1-73/77(part)/110 dt. 4.4.84 of the Cultural Affairs Division.

177. Approved Project document.



5. Stack Area	-	1,800 sft.
6. Cloak Room	-	230 sft.
7. General Toilets (Gents & Ladies)		460 sft.
8. Ramp and Public Lounge	-	1,800 sft.
9. Lift, Circulation, Corridor- portico etc.		500 sft.

---

Approx. 11,500 sft.

### 1st floor

1. Reading Room 1 & 2	-	6,000 sft.
2. Lobby, Counter, Accommodation for Librarian	-	940 sft.
3. General Toilets (Gents & Ladies)		460 sft.
4. Book Stack	-	1,800 sft.
5. Ramp and Public Loung	-	1,800 sft.
6. Lift, Circulation, Corridor, portico etc.	-	500 sft.

---

Approx. 11,500 sft.

### 2nd Floor

1. Book Stack	-	1,800 sft.
2. Reading Room	-	3,000 sft.
3. Librarian, Counter, Lobby and Toilets etc.	-	600 sft.
4. Processing Section	-	3,000 sft.
5. Book Binding	-	800 sft.
6. Ramp & Public Lounge	-	1,800 sft.
7. Lift, Circulation, Corridor, portico etc.	-	500 sft.

---

Approx. 11,500 sft.

### 3rd Floor

1. Stack for Copyright Materials		2,800 sft.
2. Reference Room for copyright Materials (Books)		1,000 sft.

3. Reference Room for copyright Newspaper & Periodicals	-	1,000 sft.
4. Lobby, Counter & Accommodation for Reference Room-in-charge		800 sft.
5. Lift, Portico etc.	-	500 sft.
6. Ramp & Public Lounge etc.	-	1,800 sft.
7. Toilet	-	460 sft.
8. Maps, Globes & other Visual Materials Reading Room	-	1,140 sft.
9. Store Rooms for Damaged Furniture & Equipment etc.		1,000 sft.
10. Reprography Room		500 sft.
11. Prayer Room	-	500 sft.
		Approx. <u>11,500 sft.</u> <sup>177</sup>

Total floor space-Approx. 46,000 sft.

Components of the project with cost<sup>178</sup> were as follows:-

Name of items	Cost (Tk. in lakh)
a) Advance expenditure (Repairs to existing building)	1.19
b) Construction of functional building	107.37
c) Internal Road	0.22
d) Sanitary and Water Supply	10.74
e) Electrification	16.11
f) Development Charges of PWD	22.07

177. Approved Project document.

178. Ibid., pp. 8-11.

g) Machinery & equipment:

1) Lift 1 No. 8.00	
ii) Book van 1 No. 3.00	
iii) Plain paper copier 1 No. 2.00	
	13.00
h) Furniture	7.40
i) Books	19.95
j) Other contingency	0.40
	Total: 198.45

The space analysis shows that provision has been kept for almost all the library services. As stated above Tk. 1.19 was utilized by the 30th June 1984. The ADP-1984-85 allocated Tk. 15.00 lakhs for the project.<sup>179</sup> Let us wait and see the implementation of the project by 1988.

---

179. Bangladesh. Planning Commission. Annual Development Programme 1984-85, pp. 308-9.

### Subject National Libraries

The Second Five Year Plan was also significant in respect of the development of the subject National Libraries, namely National Science Library, National Health Library and Documentation Centre, National Agricultural Library and Documentation Centre. Three Development projects for the above mentioned libraries were approved and put to execution during this plan period.

### National Science Library

The establishment of a National Science Library to meet the needs of the educationists, scientists, technologists, researchers and students of all levels were felt long before the emergence of Bangladesh. During the days of united Pakistan (East Pakistan and West Pakistan), Pakistan National Scientific and Technical Documentation Centre (PANSDOC) organised a symposium in Karachi on "Development of Scientific and Technical Libraries in Pakistan" between March 14-16, 1963. The major outcome of the Symposium was its recommendations to the effect that two Central Science Libraries, one in East and another in West Pakistan be developed.<sup>180</sup> PANSDOC prepared a scheme and requested for UNESCO'S sponsorship through government. UNESCO deputed Dr. Herman H. Henkle of the John Crerar Library, Chicago, in 1966, "to examine and advise on the feasibility of the project for the establishment of Science Libraries attached to PANSDOC in Karachi and Dacca."<sup>181</sup> A report was submitted but nothing tangible was visible in East Pakistan, (now Bangladesh).

---

180. PANSDOC. Symposium on Development of Scientific and Technical Libraries in Pakistan, March 14-16, 1963, Proceedings, Karachi: 1965, p.300.

181. Herman H. Henkle. Report and Recommendations for Establishing National Science Libraries and Information Centres in Pakistan, Karachi: PANSDOC, 1966, p. V.

After the emergence of Bangladesh the need for a National Science Library became more pronounced due to the fact that the country faced severe economic crises and as a result of which most of the libraries attached to various universities, institutes and research organisations had to reduce the procurement costs of quite a large number of journals, textbooks, reference books, etc. Although initiatives for the establishment of a National Science Library was taken a number of times, nothing positive came out till the President of the People's Republic of Bangladesh took the personal interest in the matter and directed the National Council for Science and Technology (NCST) to prepare and submit a scheme on the "National Science Library".<sup>182</sup> As per directive of the President, the Chairman of the Standing Committee of the NCST convened a meeting and formed a 9-member committee which included experts in Library Science, Information Science, planning, scientists and teachers. The committee prepared the scheme after thorough discussions and taking full account of the needs as well as the economic situation of the country. The main objectives of the National Science Library were:- "1. National Science Library will organize publication and distribution of science books for supplementary reading at the Secondary and Higher Secondary levels. 2. It will function as a Central depository and lending library equipped adequately to meet requirements of the individuals as well as to other libraries of the country. 3. It will provide scientific information from home and abroad, compile bibliographies and make translations from foreign languages in addition to all sorts of reprographic works. 4. It will have adequate number of various

---

182. Cabinet Secretariat, Science and Technology Division. Government of Bangladesh. Project: National Science Library, 1978, Dacca: p.l. (For restricted use only).

text and reference books, periodicals and reports in various disciplines of science and technology which will enable the researchers of the country to pursue higher studies leading to Ph.D., and 5. It will help the scientists and technologists to keep abreast with the latest thoughts in both development and developing countries".<sup>183</sup> The total cost of the project was (in lakh) Taka 1,258/00: Local Taka 646/00 and Foreign Exchange Tk. 612/00. The annual operating recurring expenditure on completion of the project would be (in lakh) 19/00 local currency and 52/00 in Foreign currency. The library would be located in the Dacca city. The project was started from the fiscal year 1978-80(TYP) and would be completed in 1984-85. The space requirements for various sections of the library was made as per international standard. The total space was shown as 94,500 sq. ft. Until the National Science Library is housed in its own building, the premises of BANSDOC would be utilised for the library. It was proposed that 1 lakh text and reference books and 2,000 journals would be procured for the library. Professional and para-professional staffs of the library would comprise: Librarian-one, Deputy Librarian-two, Subject specialists-4, Cataloguers-6 and Library Assistants.<sup>184</sup>

Unluckily this Project of the Two Year Plan (1978-80) could not be fully implemented and as a result no substantial development could be made in the Two Year Plan for various reasons. The Project was recast mainly due to rapid financial inflation. It was recast seven times since 1978. The eight recast of the Project framed in March 1983 by Science and Technology Division of the Chief Martial Law Administrator's Secretariate was a valuable one. The objective of

---

183. Ibid., p.2.

184. Ibid.

the Project was designed to meet the present deficiency of science books and periodicals required by the scientists, researchers and technologists of the country. 'It will also take the responsibility of publication and distribution of meaningful science books of practical bias for all levels of education particularly for the Secondary School Certificate and Higher Secondary Certificate.'<sup>185</sup> The cost of the Project was Taka 90.35 (In lakh) (Local), Foreign Exchanges Tk. 46.00. Thus the total estimated cost was Tk. 136.35 lakhs. But the SFYP allocation was Tk. 168.00 lakhs. The project was included in the Second Five Year Plan (1980-85). Taka 9.15 (In lakhs) (Local) was spent upto June 1982. The amount scheduled to be incurred was Tk. 81.21 (Local) (In lakh), Tk. 46.00 (lakhs) (Foreign Exchange).<sup>186</sup>

An advisory Committee with eminent scientists and specialists was formed in early 1984 by the Science and Technology Division to guide the National Science Library for its operation. The Project made provision of efforts for getting books from British Council, Unesco and Asia Foundation etc.<sup>187</sup>

---

185. Bangladesh. Science and Technology Division. Chief Martial Law Administrator's Office. Project Proforma of National Science Library. Eighth recast, March 1983, p.1.

186. Ibid.

187. Ibid.

The recurring/operating cost as envisaged in the Project was:

	<u>Local</u>	<u>Foreign Exch.</u>	<u>Total</u>
(i) Books and periodicals	Nil	11.00	11.00
(ii) Pay and allowance	2.50	Nil	2.50
(iii) Contingencies	3.00	Nil	3.00

The physical and financial schedule of work of the Project were shown yearwise below:<sup>188</sup>

Physical Schedule of Work.

<u>Year</u>	<u>Books &amp; Periodicals</u>	<u>Furniture &amp; Equipment</u>	<u>Manpower</u>
1980-81	6%	7%	-
1981-82	3%	-	-
1982-83	6%	3%	-
1983-84	39%	47%	67%
1984-85	46%	43%	33%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Financial Schedule of Work

<u>Year</u>	<u>Local</u>	<u>Foreign</u>	<u>Total</u>	<u>C.Contingency</u>	<u>Grant Total</u>
Upto June 1980	0.15	0.00	0.15	0.00	0.15
1980-81	6.50	0.00	6.50	0.00	6.50
1981-82	2.50	0.00	2.50	0.00	2.50
1982-83	5.00	0.00	5.00	0.00	5.00
1983-84	30.00	20.00	50.00	5.00	55.00
1984-85	36.00	20.00	56.00	11.20	67.20
<b>Total</b>	<b>80.15</b>	<b>40.00</b>	<b>120.15</b>	<b>16.20</b>	<b>136.35</b>

188. Ibid., p. 12.



The cost of books and periodicals on different subjects with yearwise phasing was given as under:<sup>189</sup>

	1979-80		1980-81		1981-82		1982-83		1983-84		1984-85		Total
	Number	Cost	Number	cost	Number	Cost	No.cost	No.cost	No.cost	No.cost	No.Cost		
1. Text and Reference Book:-	Nil	Nil	2300	5.09	350	2.25	500	3.00	5000	25.00	6500	30.88	14650
2. Periodicals	Nil	Nil	-	-	-	-	-	-	100	7.50	100	7.50	200

6

Discrepancy in the number of books and cost were due to the fact that in 1980-81 Indian Books bought were by far less costly than other foreign books. Broad disciplinewise classification of books were as follows:

<u>Subject</u>	<u>No. of Books</u>
1. Reference	4000
2. Mathematics, Statistics etc.	1000
3. Physical Sciences	2000
4. Chemical Sciences	2000
5. Biological Sciences.	1000
6. Agricultural Sciences	2000
7. Medical Sciences.	1000
8. Engineering and Technology	1500
9. Domestic Sciences.	1500

189. Ibid. P.

The organogram of National Science Library as approved in the Plan was given below:<sup>190</sup>

LIBRARIAN-I

I. Stenotypist-I

1. Cashier-cum-Accounts Asstt.-I	<u>Asstt. Librarian-I</u>	<u>Asst. Librarian-I</u>
2. U.D. Assistant-I	<u>Cataloguing and Accession</u>	<u>Readers Service and periodicals</u>
3. Typist-I		
4. Duplicating Machine Operator-I	1. Cataloguer-I	1. Library Asstt. 2. Checkpost Asstt.-I
5. Peon.-I	2. Library Asstt.-I	
6. Guard-I	3. Checkpost Asstt.-I	3. Sorter-I.
7. Sweeper-I	4. Sorter-I	

---

190. Ibid., p. 19.

The approved qualification tests for the professional personnel of the Library were as follows:-<sup>191</sup>

<u>Sl.No.</u>	<u>Name of Posts.</u>	<u>Qualification and Experience</u>
1.	Librarian Pay Scale-Tk.1850-2365	Post Graduate Degree in Science or Post Graduate qualification in Library information science. Extensive overseas training in library or information science. At least 20 years experience in library work of which 15 years should be in class I post. Should have 12 years experience of running an independent office.
2.	Asstt. Librarian Pay Scale-Tk. 750-1470	Post Graduate Degree in library/information science preferably with foreign training. 5 years experience in a library or information centre.
3.	Cataloguer Pay scale-Tk. 470-1135	Degree or diploma in library science with 3 year's experience in a science Library.
4.	Library Assistant Pay Scale-Tk. 470-1135	Degree or Diploma in Library Science with experience in library work.

The then existing Government Rules were applicable for non-professional posts.

---

191. Ibid., p. 23.

The manpower as approved in the Plan with pay was as under:-

Designation	New National Scale of Pay and Grade	Total No. of posts.	1983-84	1984-85.
1. Librarian	1850-2375 (Br.V)	1	-	1
2. Assistant Librarian	750-1470(Hr.IX)	2	1	1
3. Cataloguer	470-1135 (Gr.XI)	1	1	-
4. Library Assistant	470-1135 (Gr.XI)	2	1	-
5. Cashier cum Accounts Asstt.	400-825 (Gr. XIII)	1	1	-
6. U.D.Asstt.	400-825 (Gr.XIII)	1	1	-
7. Stenotypist	370-745(Gr.XIII)	1	1	-
8. Typist	325-610 (Gr.IV)	1	1	-
9. Checkpost Asstt.	325-610 (Gr.XV)	2	1	1
10.Sorter	250-362 (Gr.XIX)	2	1	1
11.Duplicating Machine Operator	-do-	1	-	1
12.Peon/Messenger	-do-	1	1	-
13.Guard	-do-	1	1	-
14.Sweeper	-do-	1	1	-
<b>Grand Total</b>		<b>18</b>	<b>12</b>	<b>6</b>

The most striking problem with the Project is that the Project was recast seven times from 1979. This is a clear indication of the lack of efficient planning machinery staffed with efficient librarians. The persons behind the planning could not foresee things in their proper perspectives. The library is being piloted by a Part-time Director with no professional background since its inception although efficient librarians with strong professional background with Degree/Diploma from Western countries are seeking for jobs here and there.

The objectives of the Project as envisaged in 1978 were as shallow as possible. Those can not be compared with standard objectives of National Library of Science of advanced countries. The objectives of a national library should not contain publication of books for Secondary School Certificate and Higher Secondary Certificate students. For this purpose there are specialised agencies namely Bangladesh School Text-book Board and Boards of Intermediate and Secondary Education in the country. The Project did not make any provision for the construction of building for the library. It did not make any provision for the publication of Bibliography of books on Science and Technology. The qualification tests approved in the Project for the Librarian is not adequate. Professional degree is not made compulsory for the Librarian. This is a sheer violation of Professional norms. The librarian with professional degree and experience has not yet been appointed to administer it.

Only two professional and 4 semi-professional personnel were appointed upto now. In total 11 personnel including the Part-time Director have been working for the Library. The Project was not fully implemented. It was reported by the Part-time Director that upto now Tk. 22.15 lakhs only have been released by the govt. for development work.

National Health Library and Documentation Centre

Bangladesh being a developing country and determined to provide reasonable health care to all in the shortest possible time, the need and importance of the medical library services were keenly felt and recognised during the First Five Year Plan. The Asia Foundation conducted a survey of the existing libraries in 1973. The survey team consisting of the experts from home and abroad found that the then library facilities were inadequate, and in some cases, unsuited to the needs. It was observed that medical education, research and the profession in general could be best served by concentrating efforts in establishing a strong Central Medical Library. Subsequently in 1974, a development scheme was undertaken by the government in collaboration with the Asia Foundation with the objective of setting up:

'a) A Central Medical Library and Documentation Unit with subscription support by the Asia Foundation to select medical books and journals of reference use and values, (b) a document reprint and reproduction facility to be available on request by all medical colleges and training institutions for use of health professionals; and (c) a production unit for teaching aids, slides etc. to supplement educational efforts of the training institutions in Bangladesh.'

The scheme during the FFYP (1973-80) involving a sum of Tk. 23.10 lakhs, including a foreign exchange component of Tk. 10.80 lakhs, envisaged providing the following facilities:<sup>193</sup>

	<u>Tk.in lakh</u>
a) Construction of 8,300 sft.	7.65
b) Procurement of local furniture and equipment	0.44

192. Bangladesh. Ministry of Health, Population control and Family Planning. Project proforma, Part A-project Digest, 1980, p.1.

193. Ibid., p.2.

c) Procurement of foreign equipment journals and books	10.80
d) Staff recruitment (28 in total)	4.21
	23.10

The actual expenditure incurred during FFYP was (local) Tk. 1.96 lakhs. (Foreign: Tk. 50.90 lakhs contributed exchanges: by the Asia Foundation and British Council in the form of help).<sup>194</sup>

The Asia Foundation provided the library with books, monographs journals, current subscription, audiovisual teaching and learning materials and other learning resources, furniture supplies and equipment, man-power training and technical advice. It also helped set-up a self-contained audiovisual photographic unit to facilitate production of audiovisual teaching and research materials on demand. The scheme was subsequently dropped from the ADP 1978-79 and could not be implemented in full. No construction work was undertaken. The library was accommodated in the second floor of the Institute of Public Health, Mohakhali, Dacca and out of the total staff of 28, 15 were sanctioned.<sup>195</sup>

The yearwise statistical profile of the services rendered by the NHLDC upto December, 1979 was as follows:

No.	Description of services offered	Jan.-Dec.1976	Jan+Dec.77	Jan.-Dec.78	Jan.Dec79
1.	<u>Reading hall services</u>				
	1. Library users:-	1.782	2.376	3.267	5.306
	2. Books used in the Library:-	5,346	7,128	9,801	10,837
	3. Journals used in the Library:-	8,910	19,602	19,602	20,558

194. Ibid., p.8.

195. Ibid., p.3.

2. Circulation services

i. Books issued to users on interlibrary loan:-	5,021	6,126	8,010	8,487
ii. Books issued directly to users:-	175	90	76	320
iii. Journals issued to users on interlibrary loan:-	4,519	5,157	7,512	7,169
iv. Journals issued directly to users:-	305	175	95	145
v. Books borrowed from other libraries on interlibrary loan:-	59	73	113	120
vi. Journals borrowed from other libraries on interlibrary loan:-	65	76	160	175
vii. Medical teaching films issued to users on interlibrary loan:-	46	95	76	304
viii. Filmstrips issued to users on interlibrary loan:-	55	41	92	59
ix. Slides issued directly to users:-	73	146	73	97

3. Reference services:

i. Subject bibliographies prepared in the Library for users on demand:-	25	36	56	1,480
ii. Subject bibliographies received for users from:-	-	-	-	-
a) National Library of Medicine U.S.A.	63	35	25	-
b) British Library Lending Division, UK.	-	10	15	-
c) World Health Organization Library, Switzerland:	-	-	-	185



iii. Selective Dissemination of Information and Current Awareness services:-	75	105	98	215
a) Reference queries received:-	350	-	950	1,364
b) Reference queries answered:	350	450	910	1,225
4. <u>Document Reprographic Services</u>				
i. Photoreprints of journal articles supplied to users from within the library:-	239	310	308	2,631
ii) Photoreprints of journal articles received for users from:-				
a) National Library of Medicine, USA:	473	321	215	59
b) British Library Lending Division, UK.	-	30	76	171
c) World Health Organization Library, Switzerland:	44	18	37	55
5. <u>Medical Librarianship Courses and Training:</u>				
i) A five-day workshop of medical College librarians jointly sponsored by the Asia Foundation & the National Health Library.	15 Participants	-	-	-
ii) A four-week medical librarianship Course sponsored jointly by the British Council and National Health Library:-	-	-	21 Participants	-
iii) <u>On the job training:</u>				
a) Staff of the Institute of Public Health:-	1	1	-	-

b) Staff of the National Institute of Preventive and Social Medicine:-	1	4	-	-
c) Staff of the Institute of Public Health Nutrition:-	-	-	1	-
d) Staff of the Director of Nursing Services	-	-	-	4
6. <u>Photographic services:</u>				
1) Slides:				
a) Colour	1,452	918	998	576
b) Black/White:	305	626	104	257
ii) 35 mm Roll Film Processing:				
a) Colour:	18	14	20	9
b) Black/White:	3	8	17	3
iii) Polaroid Print:				
a) Colour:	11	9	11	-
b) Black/White:	14	4	5	-
iv) Polaroid Slides Black/White:				
v) Photoprints B/W	361	151	181	156
vi) Negatives:	199	342	188	404
vii) Colour Film Strips:	-	7	-	-
viii) Slide Mounting:	51	78	358	155
ix) Colour Transperancies:				
35 mm.	-	63	140	362
x) Colour Transperancies. (Over head):				
	-	-	-	50

The need for services of a well-equipped and full-fledged modern library was more actutely felt due to innovative efforts, applied health research and experimentation involving new concepts of manpower development, appropriate technology, community involvement, medical

audit and accountability, selective pricing of health care, health insurances, health cooperatives and other important elements and issues relating to the development and delivery of appropriate health care. The number of potential user was also rapidly increasing and there was a growing awareness of the need for bio-medical and public health information. The potential users of the library materials were teachers, research workers, physicians, students, nurses, dentists, paramedics, health officials, international experts and others; their number was estimated around 40,000. The then existing library could not cope with the increasing demands for more and more information services due to the following inadequacies:-

a) Learning materials were extremely limited. (b) There was lack of adequate qualified and experienced manpower, and (c) Lack of physical facilities particularly accommodation to house number of volumes and incoming collections.

In view of these, it became an urgent necessity to strengthen the National Health Library and Documentation Centre. It was envisaged to perform the following functions: '(1) to collect and maintain the indigenous health science related publications and to compile the national bibliography of health science literature. (2) to build up a comprehensive collection of world biomedical, public health and related literature in order to disseminate information contained in them. (3) to develop a countrywide biomedical library network; and also to act as a clearing house for exchange of biomedical library resources at the national as well as international levels; (4) to render interlibrary loan, reference, information, bibliographic and readers service; (5) to ensure international inter-library loans for individual libraries; (6) to organise courses and training programmes

for biomedical librarians attached to other libraries in the health sector; (7) to transmit relevant products of the world on biomedical and health information systems; (8) to act as a central depository of the literature on health sciences and allied national publications; (9) to act as a national focal point for international cooperation in the field of biomedical and public health information communication; (10) to conduct research on the needs of the information users and on the development of appropriate and efficient information services aimed at adequate coverage and the creation of scientific information and research orientation among health professionals and (11) to help organise and build up libraries in various health institutions.<sup>196</sup>

In order to enable the existing set up to meet the present information needs and perform the other relevant functions, the following facilities were proposed to be provided under this scheme in the SFYP (1980-85): (a) Construction of 10,000 sft. in 2 floors with 4 storied foundation, (b) Provision of 6 posts in addition to 28 proposed in the earlier scheme, (c) Procurement of local furniture and equipment for Tk. 3.75 lakhs, (d) Procurement of books and journals from home and abroad for Tk. 12 lakhs, (e) Provision for the operating cost during the execution period of the scheme.

The estimated cost of the scheme was Tk. 41.26 lakhs and the annual recurring expenditure after completion of the scheme was estimated to be Tk. 6.88 lakhs. The SFYP allocated Tk. 50.00 lakhs.<sup>197</sup> The scheme when implemented will fulfil the objectives stated earlier to some extent. The Project was planned to be completed by June, 1983.

---

196. Ibid.

197. Ibid., p.4.

The objectives of the Project were to build up, organize and preserve printed and non-printed materials on health sciences and to disseminate information among the scientists with a view to fostering teaching, research and health care programmes at national and international levels.

The physical and financial schedule<sup>198</sup> of work were as under:

Year	Land acquisition/development	Construction		Installation of equipment and machinery	Other staff appointment
		Residential	Functional		
1980-81	-	-	16%	-	50%
1981-82	-	-	43%	40%	30%
1982-83	-	-	41%	60%	20%
			100%	100%	100%

Year (Financial year)	Local	Foreign	Total
1980-81	5.00	-	5.00
1981-82	17.75	-	17.75
1982-83	41.26	-	41.26

Investment cost<sup>199</sup> of the project as planned is stated below:-

Items	Taka in lakh	
	Total cost	Foreign exchange
1. Land available	-	-
2. Construction of Library Building 10,000 sft. @ Tk. 150/-per sft.	15.00	-

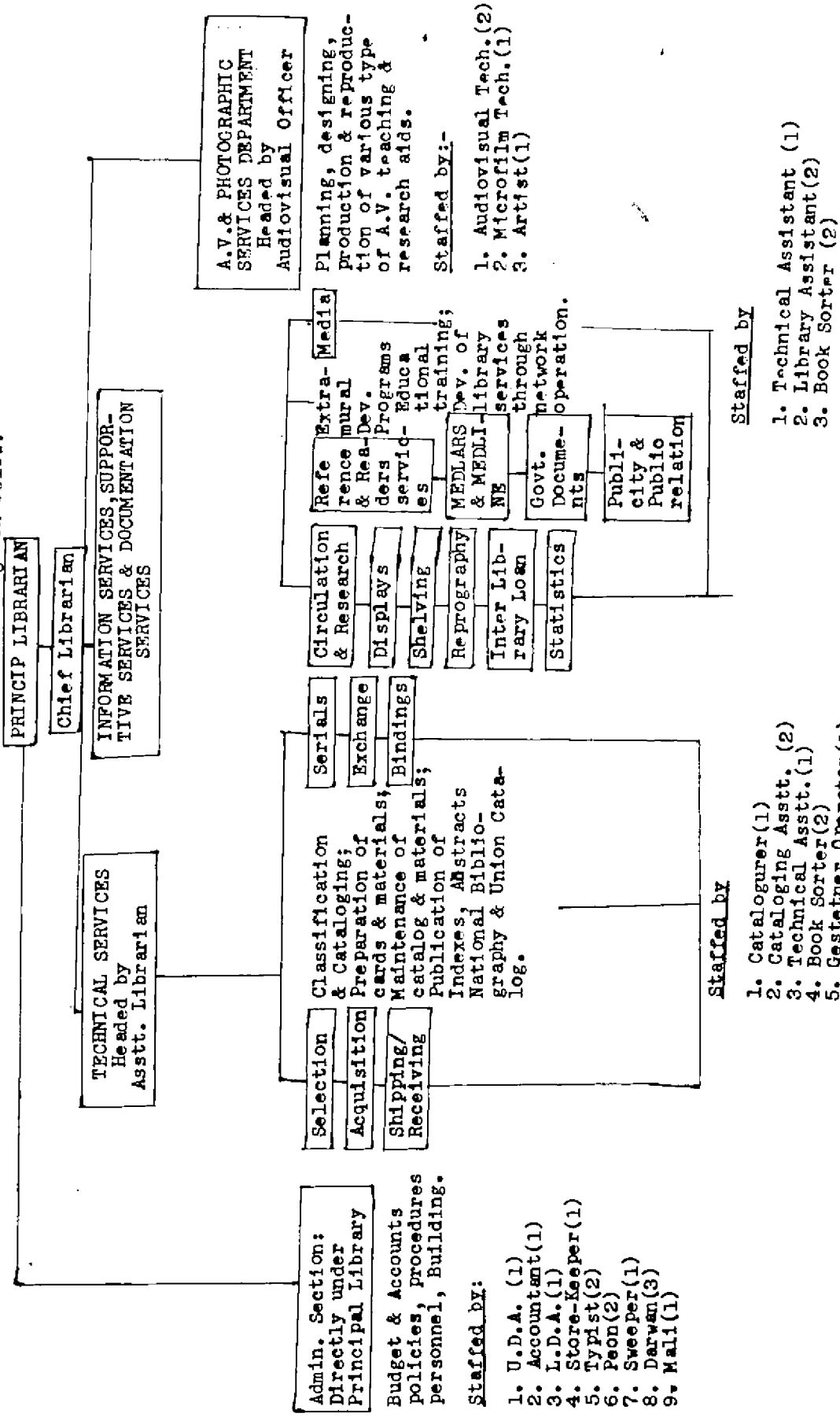
198. Data obtained from the Office of the NHLDC.

199. Information collected from the Ministry of Health, Govt. of Bangladesh

3. Electrification @ Tk. 15% of the construction cost	2.25	-
4. Sanitation and water supply @ Tk. 15% of the construction cost	2.25	-
5. Compound Road 530 sft. @ Tk. 50/- per sft.	0.27	-
6. Compound Drain 530 sft. @ Tk. 50/- per sft.	0.27	-
7. Arboriculture (L.S.)	0.10	-
<hr/>		
Sub Total(2-7) 20.14		
8. Contingencies, works establishment and overhead charges Tk. 15½%	3.12	-
9. Local furniture	2.48	-
10. Local equipment	1.27	-
11. Purchase of books & journals	12.00	-
12. Operation cost during start up	2.25	-
<hr/>		
41.26		

The Project approved 19 additional posts (the then existing 15 posts). Among the additional posts approved in the Project, eleven posts including the post of the chief Librarian were professional, two posts, skilled and six posts, unskilled.

200 The approved organogram of NHLDC as per the Project of the SFYP is given below: 401



200. Project proforma of the NHLDC during the SFYP.

The yearwise development<sup>201</sup> of the NHLDC since 1974 is stated below:-

Participation of the Asia Foundation:

<u>Year</u>	<u>Contribution</u>	<u>Form and shape of contribution</u>
1975	£ 230,000.00	Books; Journals; subscription to
1976	£ 56,469.00	current journals; furniture; equipment
1977	£ 16,000.00	and supplies; medical and audiovisual
1978	£ 10,000.00	equipment and raw materials; and
	<u>£ 312,469.00</u>	supplies; training of personnel; con-
		sultation fees to the experts; medical
		librarians training workshop; publi-
		city tour to the medical colleges;
		shipment costs, etc.

Participation of the British Council:

<u>Year</u>	<u>Contribution</u>	<u>Form and shape of contribution</u>
1977-78	3,000.00	Books; subscription to current jour-
	<u>7,000.00</u>	nals; training of medical librarians;
	10,000.00	purchase of coupons from British
		Library Lending Division for availing
		their photocopying and bibliographic
		services, etc.

Participation of the Bangladesh Medical Research Council:

1974-75	Tk. 2,143.50	Maintenance of four staff and two
1975-76	31,081.21	officers of the library from 1975-79
1976-77	35,060.18	(two officers are still being main-
1977-78	41,126.20	tained by the Council); contingency
1978-79	<u>11,437.50</u>	expenditures, such as the stationery
	Tk. 1,20,848.59	and supplies and maintenance of the
		equipment, etc.

201. Information furnished by Mr. Zakiuddin Ahmed, Chief Librarian, NHLDC.



Participation of the Government of Bangladesh:

<u>Year</u>	<u>Contribution</u>	<u>Form and shape of contribution</u>
1977-78	Tk. 75,000.00	Maintenance of the staff and officer;
1978-79	4,00,000.00	contingencies; purchase of books, etc.
1979-80	4,00,000.00	
1980-83	50,00,000.00	Construction of building, books, equip-
		ment and furniture.
	<u>Tk.58,75,000.00</u>	

The Plan gave emphasis upon the construction of building for the library, which was completed by May 1983. The plan contained a long list of functions to be performed by the Library. But the project did not keep provision for the performance of all the functions. The manpower strength of the library was very poor. The position of the Chief Librarian had not been properly graded. The best qualified Chief Librarian of NHLDC has not been given proper rank and status. There was lack of logical hierarchy in the Staff; the post of Librarian in between Assistant Librarian and Chief Librarian was missing. The qualification test of the Library personnel had not been fixed.

In comparison to other subject national libraries, the progress of NHLDC is by far most satisfactory in spite of being handicapped by several socio-economic factors. By virtue of its unique importance govt. should give favoured attention for its due and immediate development.

National Agricultural Library and Documentation Centre (NALDOC)

Lack of facility for documentation of research findings, its preservation, maintenance and dissemination in special libraries in Bangladesh is acute. Important research findings, reports etc. are

not always available and traceable in the country. These problems were identified and faced by the Bangladesh Agriculture Research Council (BARC). It prepared and submitted to the govt. a Project for establishment of National Agricultural Library and Documentation Centre (NALDOC) in order to record documents, preserve all important research findings and other related information, provide information and documentation services to the agricultural scientists and related professionals who are engaged in agriculture research, teaching, research, administration, planning, policy making and conducting extension programmes in the country and abroad. So a project was prepared and approved in 1980. The objectives of the Project were:-

(a) to strengthen and coordinate activities of the Bangladesh Agricultural Information Network (BAIN) (b) to collect, analyse, preserve, maintain and control national agricultural literature. (c) to provide information and documentation services to agricultural scientists and other related professionals in Bangladesh and outside within regional and international networks. (d) to consolidate participation in the regional and international agricultural information system like International agricultural information

System for the Agricultural Sciences and Technology, Current Agricultural Research Information System (CARIS) and Agricultural Information Bank for Asia (AIBA).<sup>202</sup>

The investment cost of the Project including cost escalation was Tk. 27.00 (Local currency) (in Lakh,). The major items of investment cost were equipment and machineries. Annual operating recurring expenditure was Tk. 6.00 (Local) (in Lakh).

---

202. Bangladesh. Ministry of Agriculture. Approved Project proforma for NALDOC, p. 1.

While indicating the worth of investment, it was stated:-

'NALDOC will provide information and documentation services to the agricultural scientists and related professionals who are directly or indirectly engaged in agricultural teaching, research, administration, planning and policy making and extension programmes. Benefits of such services are high in terms of avoiding duplication of researches, transfer of technology and dissemination of knowledge.'<sup>203</sup>

A sum of Tk. 0.50 lakh was released but the Project was dropped later. The initial work was started in 1980. It was continuing with small fund from research grant of BARC, upto June 1984. The revised PPP (preliminary project proforma) was approved in a special meeting of PEC on February 9, 1984 for ADP in 1984-85 and subsequently PP was approved on March 18, 1984 (vide code no. PC/AG-80/BARC/1980/20 dated 19-2-1984). Total cost of the project was Tk. 96.34 lakh. Tk. 76.38 Lakhs were allocated in the Second Five Year Plan for the project (govt. Tk. 45.06 and Foreign exchange. Project aid Tk. 31.32).

The BARC is the administrative authority responsible for sponsoring, executing, operating and maintenance of NALDOC. The Project commenced in 1984 and will be completed in June 1987. While detailing the function of the Project, it was stated that the proposed Project would provide support to different agricultural institutes in the field of collection of scientific information/materials and its documentation. It has been prepared for providing the following services and functions: "(1) Select, acquire, produce, organize, preserve and disseminate the appropriate information. (2) Establishment of Network of Agricultural

---

203. Ibid., p.2.

Libraries and Information Centres in Bangladesh. (3) Preparation of agricultural research directories/inventories of national importance. (4) Compilation of Union Catalogue of Periodicals (5) Compilation of Bangladesh Agricultural Bibliography (6) Providing reprography and document delivery service (7) Production, preservation and maintenance of microfilm and microfiche of documents. (8) Publication of Bangladesh Agricultural Abstracts (9) Providing in country, training in order to develop skilled manpower in the field of agricultural information services & systems. (10) Act as the legal depository of the agricultural literature published within the country".<sup>204</sup>

Manpower<sup>205</sup> required for the NALDOC, which was approved in the Project was as follows:-

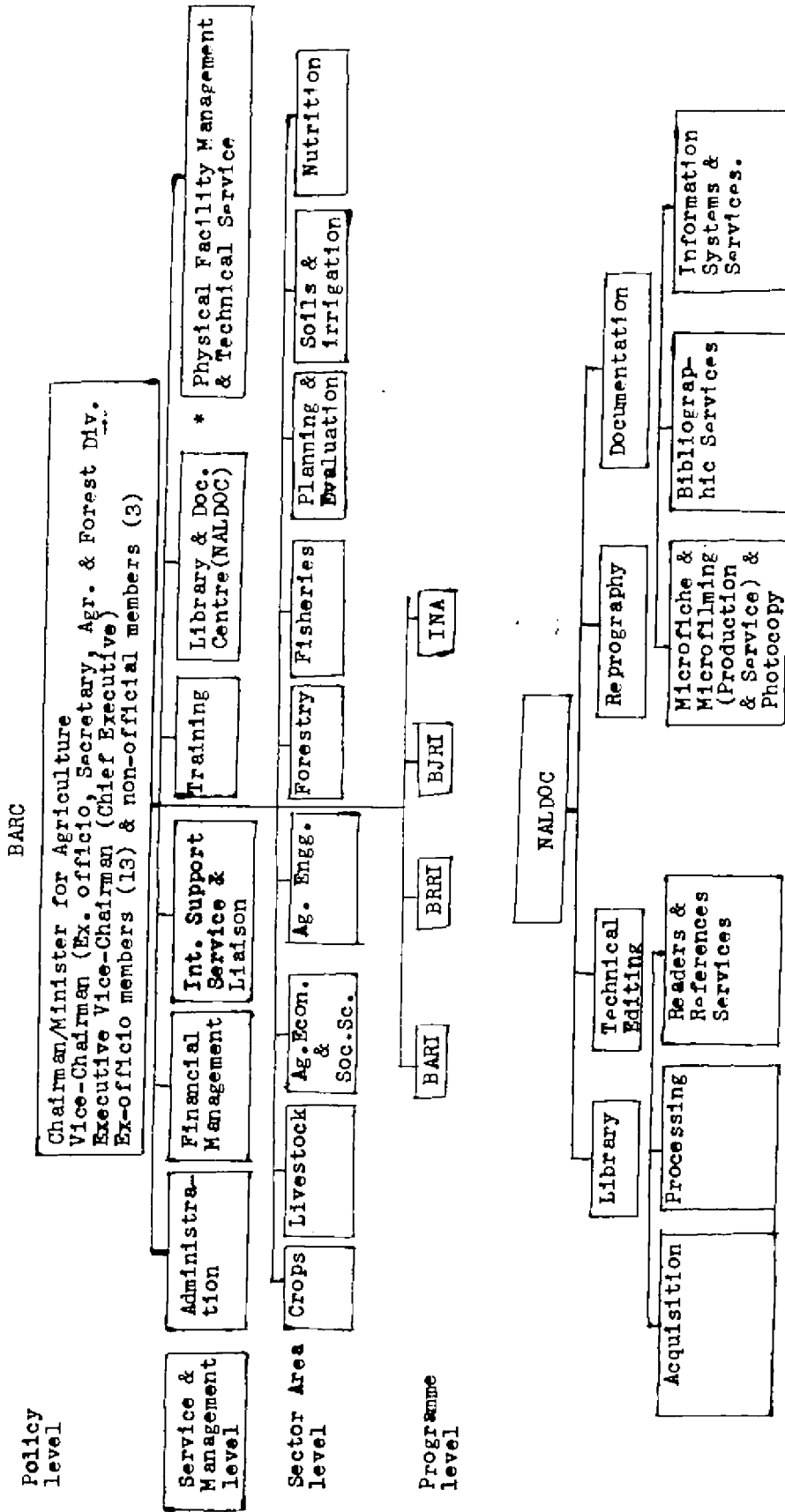
Type of employees	Number	Rate of salary/ per month (in Taka)	Total wages (in Taka)		
			1st year	2nd year	3rd year
1) <u>Technical/Professional</u>					
Principal Scientific Officer (Library & Documentation)	1	Tk. 2100-2600	0.53	0.54	0.57
Senior Scientific Officer (Documentation)	1	Tk. 1400-2225	0.40	0.40	0.44

204. Ibid., pp. 9-10.

205. Information collected from NALDOC Office.

1	2	3	4	5	6
Technical Editor	1	Tk. 1400-2225	0.39	0.40	0.44
Scientific Officer Tech- nical Services	2	Tk. 750-1470	0.46	0.48	0.49
Scientific Officer (Bibliography)	1	Tk. 750-1470	0.22	0.24	0.24
Scientific Officer (Reprography)	1	Tk. 750-1470	0.22	0.24	0.24
Junior Documen- tation Officer	1	Tk. 625-1315	0.17	0.19	0.20
Junior Bibliogra- phic Officer	1	Tk. 625-1315	0.17	0.19	0.20
II) <u>Skilled &amp; Unskilled</u>					
Library Assistant	1	Tk. 400-825	0.12	0.13	0.13
Steno Typist	1	Tk. 370-745	0.10	0.11	0.11
Typist	2	Tk. 300-540	0.18	0.18	0.19
Lab. Technicians	2	Tk. 300-540	0.18	0.18	0.19
Darwan	1	Tk. 225-315	0.07	0.08	0.08

The organogram 206 of the BARC showing the position of the NALDOC is shown below:-



206. Project proforma of the NALDOC.

This was undoubtedly a very valuable Project for establishment of another subject National Library for Bangladesh which is mainly an agricultural country and considerable amount of money is being spent by govt. on agriculture. The establishment of NALDOC<sup>207</sup> will certainly go a long way in solving the agro-economic research problems of the country.

While examining the organisation structure of the NALDOC, it is noticed that the organogram has no conformity with other national libraries inside and outside Bangladesh in respect of position, staff structure and authority. It will ever remain subordinate to the BARC. It is one of the service levels of BARC. As such it can not be or should not be called a National Library which itself is an independent and self-contained institution, not being attached to any other institution. So long it will remain under the control of BARC, its development and status will be jeopardised. The qualification tests, recruitment rules and duties and functions of the personnel are all missing in the Project. The professionalism of national and/or special librarianship has not been reflected in the scheme although there are more than 5 personnel in BARC having Degrees in Library Science from Bangladesh and abroad. The professionals could have streamlined and professionalised the Project to some extent.

---

207. BARC. Collection of lectures, Dhaka: BARC, 1982, p.2.

Comparative development of the National Libraries has been presented below in tabular forms:-

Table I. Subject coverage

Libraries	Subject covered	Books	Journals	C, JN	AV materials
NLB	All disciplines of knowledge	30,000	x	x	x
NHLDC	Health sciences and allied subjects.	1,100	15,000	300	films 142, tapes 152, slides 350, filmstrips 108
NALDOC	Agriculture and allied subjects	6,000	x	200	x
N S L	Science and technology other than health science & agriculture	4,021	x	x	x

The table indicates overlapping in the subject coverage. Coordination between them for collection development is lacking. The distribution of resources are discouraging. Back logs of journals are found only in NHLDOC. NHLDC and NALDOC showed interest in current subscription. No library has mss, and rare materials.

Table 2. Staff position

	Prof.	Sub-Prof.	Non-prof.	Part-time	Total
N L B	6	10	17	x	33
NHLDC	7	8	19	x	34
NALDOC	5	2	9	x	16
N S L	1	5	5	x	11



All the libraries are understaffed as per standards maintained by the libraries of advanced countries .The ratio between the professional and non-professional (the standard ratio being 1:2) is not rational. The status of the chief librarian of all the libraries specially that of NHLDC is not properly graded. The heads of NLB and NSL have been appointed. The NLB is now under the control of the Director of Archives. The designation of the heads of the libraries are not uniform. Non-professional executives are heading the NLB and NSL.

Table 3. Lending facilities.

Library	Loan per	Sec.Dept.	Hour of issue	over dues
N L B	x	x	x	x
NHLDC	2 wks.	x	7.30- 2.00	x
NALDOC	2 wks.	x	7.30- 2.00	x
N S L	x	x	x	x

The lending facilities are nil in some and very limited in others.

Table 4. Organization of materials.

Libraries	Scheme followed	Type of catalogue used
N L B	D D C	Dictionary
NHLDC	N L M	Divided
NALDOC	U D C	Dictionary
N S L	U D C	Dictionary

Though the national plans, reports etc. did not make any planning of professional activities, the librarian and the library staff in course of their daily routine work developed the following activities of the library.

Table 8. COMPARATIVE SERVICES BEING RENDERED BY SUBJECT NATIONAL LIBRARIES

	NLB	NHLDC	NALDOC	NSL
<u>FUNCTIONS:</u>				
ACQUISITION, ORGANIZATION AND DISSEMINATION OF INFORMATION	MAJ	MAJ	MAJ	MAJ
ANALYSIS, SYNTHESIS AND EVALUATION OF INFORMATION RESOURCES	NO	MIN	MAJ	NO
REPOSITORY OF INDIGENOUS PUBLICATIONS	MAJ	NO	NO	NO
<u>CONTINUING EDUCATION:</u>				
WORKSHOPS	NO	MAJ	MAJ	NO
INSERVICE TRAINING	RAR	MAJ	MAJ	NO
DEMONSTRATIONS	NO	MAJ	MAJ	NO
BRIEFINGS	NO	MAJ	MAJ	MIN
ESTABLISHING STANDARDS AND CRITERIA FOR PROFESSIONAL ACTIVITIES	NO	MAJ	NO	NO
MAINTENANCE OF LIBRARY STATISTICS	NO	MAJ	MAJ	NO

PRODUCTIONSBIBLIOGRAPHIC CONTROL OF  
LITERATURE:

ABSTRACTING	NO	NO	MAJ	NO
INDEXING	NO	MAJ	MAJ	NO
COMPILATION OF NATIONAL BIBLIOGRAPHY	MAJ	MAJ	MAJ	NO
COMPILATION OF SUBJECT BIBLIOGRAPHY	NO	MAJ	MAJ	NO

## PUBLICATIONS

ACCESSION LISTS	NO	MAJ	MAJ	NO
BULLETINS	NO	NO	NO	NO
NEWSLETTERS	NO	NO	MAJ	NO
DIRECTORIES	NO	MAJ	MAJ	NO
PRODUCTION OF AV MEDIA FOR TEACHING AND RESEARCH	NO	NO	MAJ	NO

## SERVICES:

READERS' (REFERENCE)  
SERVICE:

REFERENCE INTERVIEW/ CONSULTATION	MAJ	MAJ	MAJ	MIN
ANSWERS TO QUERIES	MAJ	MAJ	MAJ	MIN
SID	NO	MAJ	MAJ	NO
CAS	NO	MAJ	MAJ	NO
BIBLIOGRAPHIC VERIFICATION	MAJ	MAJ	MAJ	MIN <sup>208</sup>

- 
208. Ahmed, Zakiuddin. "National Libraries of Bangladesh: Their present status and future roles as national information agencies", Dhaka: Library Association of Bangladesh, 1985, pp. 14-16.

RETROSPECTIVE LITERATURE SEARCH:				
MANUAL SEARCH	MAJ	MAJ	MAJ	NO
ON-LINE SEARCH	NO	MAJ	MAJ	NO
READING FACILITIES	MAJ	MAJ	MAJ	MAJ
REFERENCE SERVICE	MAJ	MAJ	MAJ	MIN
INFORMATION NETWORK COORDINATION:				
NATIONAL	NO	MAJ	MAJ	NO
INTERNATIONAL	MAJ	MAJ	MAJ	NO
UNION CATALOGUE	NO	MAJ	MAJ	NO
DOCUMENT DELIVERY:				
ORIGINAL DOCUMENTS	NO	MAJ	MAJ	NO
PHOTOCOPIES	NO	MAJ	MAJ	NO
COOPERATIVE ACQUISITION AND ORGANIZATION OF INFORMATION RESOURCES				
RESOURCES	NO	MIN	MIN	NO
FEEDBACK	NO	MIN	MIN	NO

---

The evaluation of the subject coverage, collection, staff position, organisation of materials and services of the subject national libraries reveals that they are not being organised in the well-planned way. Their development ratio are not proportionate. Though all subject national libraries are equally important all are not equally looked after. The activities of NLB and NSL are below the standard. Although the picture of development of NHLDC is brighter still it should try to accomplish the international standard.

---

PS: MAJ stands for Major Activity,  
 MIN stands for Minor Activity,  
 RAR STANDS FOR RARE ACTIVITY,  
 NO stands for No Activity,

The National Library of Bangladesh including the subject national libraries does not follow prescribed international standard and practices. The copyright Act of Bangladesh does not cover the subject national libraries. The Act is not being effectively and vigorously implemented even in the National Library of Bangladesh. The speed of development of all the National Libraries is very slow. The fundamental functions and services of the National libraries are not satisfactorily being performed.

The Second Five Year Plan also stressed the need for development of Islamic libraries. It was stated in the Plan "Mosque Libraries will be set up...The Baituḥ Mokarram Mosque will be further developed..."<sup>209</sup> So the Project named "Islamic Foundation Library Development" was taken up for implementation during the SFYP (1980-85) "to provide reading facilities on various aspects of Islam".<sup>210</sup> Mosque is a place of not only for Ibadat but also of Tilwat.<sup>211</sup> About 25,000 Musullies attend Juma prayers in Baitul Mukarram Mosque and during Zuhr, Asar and Magrib about 7,000 people attend Jamaat

Tk. 50.00 lakhs were allocated for the Project which was framed within that amount. The sponsoring authority of the project was the Ministry of Religious Affairs. The execution/operation and maintenance authority of the project was the Islamic Foundation Bangladesh, Dhaka. The annual operating recurring expenditure on completion of the project was estimated as Tk. 3.00 lakhs in local currency. It was stated in the

---

209. Bangladesh. Planning Commission. The Second Five Year Plan, Dhaka: 1983, pp. 309-10.

210. Bangladesh. Ministry of Religions Affairs. Approved project proforma, p.1.

211. Hughes, Thomas Patric, Dictionary of Islam, p. 634. The word is derived from "TILAWAT" - "Reading". The reading of the Quran.

nature and purpose of the project that "People of Bangladesh though economically hard hit, have a strong desire to know more and more about Islam. When they can not buy books to read, they have to come to the Islamic Foundation Library to read them and to quench their thirst, because reading facilities of other libraries of Islamic books like that of the Alia Madrasha, Dhaka are restricted to teachers and students of the particular Institution only.

The Islamic Foundation Library has to import a large number of foreign books on Islamic literature from various countries of the world and to provide reasonably attractive physical facilities for the benefit of readers in Bangladesh. To complete the Islamic Foundation Library housed in the Baitul Mukarram Mosque Complex about Taka 2 crores would be required. As only Tk. 50 lakhs was available during Second Five Year Plan (SFYP) the scheme cost had been kept to that level. The purpose of this Scheme is to gradually build up the library in accordance with the availability of funds. (Books from foreign countries will be purchased through UNESCO coupons).<sup>212</sup> This is a service sector project intended to promote human development which is pre-requisite for successful economic development.<sup>213</sup>

---

212. Bangladesh. Ministry of Religious Affairs. Approved project proforma, pp. 3-4.

213. Ibid., pp. 12-13.

The book purchase<sup>214</sup> (year-wise) as revealed from the analysis of the project is as follows:-

1980-81			1981-82			1982-83			1983-84		
Titles	Rate	Total	Titles	Rate	Total	Titles	Rate	Total	Titles	Rate	Total
Books Local	Tk.20	10,000	500	20	10,000	550	20	11,000	600	25	15000
Books Foreign	Tk.250	4,39,000-940	250	2,35,000-1325	250	3,31,000	2128	250	527000		
Journals	Tk.300	15000	50	300	15000	60	300	18000	60	300	18000
4,64,000			2,60,000			3,60,000			5,60,000		

1984-85		
Titles	Rate	Total
2468	250	61700
60	300	18000
		6,60,000

One of the important features of the project was that it gave emphasis upon furniture and specified their type and nature. The types of furniture approved were functional from the standpoint of efficient library service, but their number was not determined by any library readers survey.

214. Project proforma of the Islamic foundation Library.

The creation of one post of librarian, two posts of Assistant Librarian,<sup>215</sup> one post of cataloguer, (Senior) two posts of Library Assistant and Cataloguers was approved in the Plan period. According to the decisions made in the P.E.C. meeting held on 31.10.80 the qualifications for these posts<sup>216</sup> would be as follows:-

Sl.No.	Post	Qualification
1.	Librarian	M.A. II in Library Science with 10 years experience.
2.	Assistant Librarian	M.A. II in Library Science
3.	Cataloguer (Senior)	B.A. with Diploma in Library Science with 3 years experience.
4.	Library Assistant/ Cataloguer/Reference Assistant	Intermediate with certificate course in Library Science.

Among all the projects stated above, the concerned Plan gave due emphasis upon the professional qualifications of the library personnel. Selection of Librarian and Assistant Librarian were made accordingly. Both of them are qualified from the professional standpoint, but the number of library personnel was not proportionate to the present and future readers of the library. The number is no doubt insufficient in view of the heavy library service being rendered by the library.

The Project is a very important one from the standpoint of the religious spirit of the citizens of the country, majority of whom are muslims. One of the special aspects of the Project was that it gave more emphasis upon library services than the construction of a big building as it was noticed from the critical analysis of the Projects

---

215. Ibid., p. 14.

216. Ibid., p.15.



stated earlier. Building is necessary no doubt. But the lion's share of the total investment should not be spent on construction of the building as we have seen in the foregoing pages. The post of the Librarian is down graded. The post of the Deputy Librarian in between the Librarian and the Assistant librarian is missing. The purpose of the library has not been properly stated. Its main purpose should be helping the research scholars in Islamic fields. But this function is not stated in its objectives. The progress of the Project is satisfactory. When it will be completed it will be the biggest library of its type in Southeast Asia. The target of the plan will be achieved.<sup>217</sup>

The present position of development of the library can be understood from the following chart:-

No. of books 54,000	Library	4,204 sq.ft.
Books relating to the Quran and Tafsir-997	No of Seats	203
Books on life of Hazrat Muhammad (sm)- 165	No of old m ss	25
Hadith 120	Time-table	10 AM to 8-30 P.M.
Children Books 12,000	No. of daily papers	10(4 in English)
Books on Islamic laws- 538	No. of magazines	43

Though the authority behind this library is rather inclined to call it a public library yet it does not qualify to be a public library as enunciated by the UNESCO manifesto. Rather a library scientist can not be blamed if he goes so much to call it a special type of library which is used by special types of readers namely Islamic minded people. Its collection is also of special type as only books concerning Islam are selected for the library.

---

217. Bangladesh. Ministry of Finance. Bangladesh Economic Survey 1983/84, p. 321.

The SFYP also gave importance on the development of special libraries. Development of Bangladesh Council of Scientific and Industrial Research Library was included in it.

### Background

When the first building of the East Regional Laboratories, Dhaka under Pakistan Council of Scientific and Industrial Research was built in 1955<sup>218</sup> two rooms in one corner of the building were earmarked for starting a library. After twenty years i.e. in 1975 the library collection was 30,000 volumes including about 10,000 volumes of advanced scientific text books and reference books.<sup>219</sup> The space allocation mentioned above was hardly enough for the collection and other important library services. As such a project named "Development of BCSIR Laboratory Library" was submitted in July 1975 with an estimated cost of Tk. 25.00 lakh (local) and FE Tk. 10.00 lakhs. The date of completion was June 1981.<sup>220</sup> Government considered the Plan and Tk. 25.00 lakhs (local) and FE Tk. 10.00 lakhs were allocated during the ADP 1975-76.<sup>221</sup> No development work except architectural design etc. was done. It was re-submitted in August 1976 taking into consideration the comments and suggestions of the Planning Commission in respect of staff, accommodation, training, foreign exchange requirements etc. The re-submitted cost stood at Tk. 64.16 lakhs with a foreign exchange component of Tk. 15.00 lakhs. The project was approved by the govt. (vide S and T Division O.M. No. Sec. XI/BCSIR-Dev(7)/77 dated 21.2.78)<sup>222</sup> with an estimated cost of Tk. 62.57 lakhs including foreign exchange of 15.00 lakhs. The construc-

---

218. Bangladesh. Planning Commission. Project Proforma, Part A. Project Digest Development of BCSIR Library, Dhaka: 1980, p.17.

219. Ibid.

220. Ibid. Project Digest, 1975, p.1.

221. Ibid.

222. Ibid. Project Proforma, 1980.

tion work was stated in May 1979 but the progress of the work was delayed due to various factors, specially the scarcity of cement. As such the project could not be completed by June 1980.<sup>223</sup>

Meanwhile the cost of construction increased very considerably since initial estimates were prepared, so it was revised in September, 1980 for inclusion in the SFYP for Tk. 90.43 lakhs and FE Tk. 20.00 lakhs.<sup>224</sup> Tk. 69.43 lakhs were already spent upto June 1980. Tk. 21.00 lakhs more were scheduled to be spent within June 1981 for its completion. It was again revised and modified on the basis of the PEC recommendations in October 1980 for the estimated cost of Tk. 89.59 lakhs.(local) and FE Tk. 20.00 lakhs.<sup>225</sup> The aims of the Project were the strengthening of the existing library by constructing a new building for it as well as adding to its existing inadequate staff and holding of scientific and technical books and periodicals.

Physical schedule of the work was as under:-

<u>Year</u>	<u>Construction Functional</u>	<u>Instalation of Equipment and machinery</u>
1976-77	-	17%
1977-78	-	15%
1978-79	38%	23%
1979-80	42%	20%
1980-81	20%	25%
	<u>100%</u>	<u>100%</u>

223. Ibid. 1980, p. 8-29.

224. Ibid. p.1. the Project was approved by the Planning Commission vide (STR) No. Sec 12/BCSIR-Dev(7)/17 dated 27.12.80.

225. Ibid., Project proforma modified October, 1980, p.1.

Financial schedule<sup>226</sup> was as under:

	<u>Local</u>	<u>Foreign</u>	<u>Total</u>
1976-77	0.01	3.49	3.50
1977-78	0.53	3.00	3.53
1978-79	20.56	5.50	25.06
1979-80	33.33	4.01	37.34
1980-81	15.16	5.00	20.16
	<u>69.59</u>	<u>20.00</u>	<u>89.59 lakhs</u>

Of the above amount Tk. 21.00 lakhs were planned for imported books, journals and periodicals. Tk. 3.50 lakhs were for furniture and fixtures and Tk. 59.18 lakhs were for building. The Project approved 20 additional posts including the post of Principal Librarian (the then existing 5 posts). Qualification tests of the professional posts were not fixed. The project like other projects of national library, subject National Library, public library did not pay due attention for the development of services and collection of library materials including recent technological innovations.

#### Mosque-based libraries

On the basis of the recommendations of the Second Five Year Plan, specially the recommendations for utilising the Mosque and services of Imams for mass education, a new scheme named "Mosque-based library" was drawn up. The Project<sup>227</sup> Evaluation Committee (PEC) of the Govt. in its meeting held on 30th October, 1980 discussed the mosque-based social welfare programme. While emphasising the needs for such a

226. Ibid., p. 12.

227. Bangladesh. Ministry of Sports and Culture, Proceedings of the meeting of Project Evaluation Committee. 30th October, 1980. (For Official use only) p.5. See also Bangladesh. Second Five Year Plan (1980-85), pp.xvi-49.

programme, the Director-General of the Islamic Foundation said that "if more than two lakhs mosques of Bangladesh are considered and used as potential units for everall welfare of the country as steps taken. then mosques may play effective roles in enhancing the economic condition of Bangladesh".<sup>228</sup> The Chairman of the meeting expressed the usefulness of the project. The meeting resolved that mosque-based libraries would be established in the Thana Headquarters as soon as possible and Taka 15.00 (in lakh) should initially be earmarked for the purpose.<sup>229</sup> While discussing the mosque-based libraries the researcher considers it an obligation to state the importance of mosques, mosque library, its aims and objects and its administration and organisation.

#### Mosque Library

The most favourite place in the world for the Holy Prophet(S.A.S) was the mosque. He conducted the affairs of the Muslim states from the mosque. It was the Parliament for legislation, High Court of judicature and centre of education. Sahaba-e-Keram<sup>230</sup> used to spend most of their time in the mosque. They used to rush towards it whenever they could spare themselves from other preoccupations. They could receive in the mosque, guidance for the welfare in this life and the life hereafter. Mosque was the most attractive place for the Muslim

---

228. Government Order bearing No. Uh (song) 1-1/80 dated 31-10-80 issued by the Ministry of Sports and Culture.

229. Ibid.

230. Holy persons who embraced Islam saw the Holy Prophet(S.A.S.) and accompanied him even for a short time. See Hughes, Thomas Patric. Dictionary of Islam, New Delhi: Cosmo Publications, 1977, (Reprinted), p. 561.

populace and the most ideal community centre for them. Though the Muslims respond to the clarion call of the Muazzin<sup>231</sup> to come to the mosque for salat<sup>232</sup> as well as for falah (salvation) they rush out of it as soon as salat is over. Many of them are found even reluctant to finish their Sunnat<sup>233</sup> and Nafil<sup>234</sup> prayers. There is this reluctance of the Muslim to stay in the mosque beyond the Farz<sup>235</sup> part of Salat.<sup>236</sup> Even if a person cannot earn a positive virtue from staying in a mosque, one may refrain from vices into which one might otherwise have indulged in.

To be very objective, there was definite attraction and environment for the early Muslims to prolong their stay in the mosque. All discussions about the conduct of the Muslim Khilafat used to be held in the Masjid-e-Nabwi.<sup>237</sup> Lessons of religion and worldly affairs used to be imparted in the mosque.

- 
231. The caller of the Azan, or "summons to prayers". See Dictionary of Islam, p. 366.
232. The Arabic term used in the Holy Quran, as well as amongst all Muslim in every part of the world, for the liturgical form of prayer which is recited five times a day. See Dictionary of Islam, p. 561.
233. The tradition which records either the sayings and doings of the Holy Prophet (S.A.S.) See Dictionary of Islam, p.622.
234. This term denotes to such acts of devotion as are not enjoined by the teaching of the Holy Prophet (S.A.S.) or by his examples. See Dictionary of Islam, p.427.
235. That which is obligatory. A term used for those rules and ordinance of religion which are said to have been established and enjoined by Allah Himself, as distinguished from those which are established upon the precept or practice of the Holy Prophet(S.A.S) and which are called "Sunnat". See Hughes above, p. 124.
236. op.cit. 207.
237. The Holy Prophet's (S.A.S) Mosque at Medina. See Dictionary of Islam, p. 343.

Acquisition of knowledge is obligatory on every Muslim male and female. During the time of the Khulafa-e-Rashedeen<sup>238</sup> the best place for seeking knowledge was mosque. As Islamic books for acquisition of knowledge are not available in the mosque most of the Muslims do not feel like staying in the mosque except for prayers and leave immediately after prayers.

A public library has a greater attraction for most of the educated Muslims than the mosque has. They do not feel like leaving the library hurriedly as they want to leave the mosque. As there are facilities for acquisition of knowledge in the public library, people visit them all the time during the working hours. Except during the time of prayer mosques remain silent and vacant. The house of Allah should remain ever busy and ever lively bustling with continued activity.

In the context of present day problems, basic tenets and fundamental values are in constant need of discovery, interpretations and propagation through intellectual activities. In the absence of books and libraries in the mosque, opportunities and facilities for intellectual understanding of religious issues in proper perspective have decreased. In order to help the Muslims build/improve their character and conduct it is extremely important to build up libraries of Islamic books, papers and periodicals in every mosque. There are more than 2,00,000 mosques in Bangladesh.<sup>239</sup> In order to build up a library in every mosque with around 2,500 books at an average cost of Tk. 20,000/- there is the need of Tk. 400 crores for this purpose.<sup>240</sup> In this connection Mosque Society in Bangladesh which is absolutely a non-political and non-profit-making organisation established for rendering social services with mosque as a centre has undertaken as a first step towards building up libraries in every mosque.<sup>241</sup>

---

238. The well directed Caliphs of Islam. See Hughes, p. 274.

239. List filed in the office of Ministry of Religions Affairs, Govt. of Bangladesh.

240. Alam, Shamsul. The Mosque, Dhaka: Mosque Society, Bangladesh, 1979, p.3.

The aims and objectives of the mosque library are (1) to create environment for Islamic values and research for knowledge, (2) to establish libraries of Islamic books and other materials in mosques, (3) to create readers and to inculcate the habit of reading for Holy Al-Quran, Holy Al-Hadith and Islamic Books, (4) to make arrangements for rendering library services in the mosque library, (5) to make the mosque centre for social welfare and social leadership works, (6) to help the society in its all round development by spreading knowledge and developing moral values, (7) to educate the illiterate, (8) to make arrangement for seminar, discussion etc. in the mosque-based libraries and (9) to make/keep the mosque busy with different Islamic activities.<sup>242</sup>

The SFYP took also programme of implementing the project namely "Setting up of Mosque Libraries for community welfare" with the estimated cost of 50.00 million (local 250.00, F. Exchange 250.00). The foreign assistance was expected from brotherly Muslim countries and International Islamic Agencies. The dates of commencement and completion were July 1980 and June 1985 respectively. The Ministry of Religious Affairs was the sponsoring authority. The executing authority was the Islamic Foundation, Bangladesh. The nature and purpose of the project is to "a make a beginning for planned and proper utilization of the vast floor space of two hundred thousand mosques for Bangladesh for dissemination of the message of Islam through library services and for building up of sound rural base for socio-economic development".<sup>243</sup>

---

241. Alam, Shamsul. The Mosque, Dhaka; Mosque Society, 1979, p.3.

242. Ibid., p. 203.

243. Bangladesh. Ministry of Religious Affairs. Project Proforma, "Setting up of Mosque Libraries for Community welfare". 1980, pp. 4-5.



Programme was taken during the plan period for setting up of 5,000 mosques libraries at a total cost of Tk. 500.00 lakhs. (Tk. 9.850 for books, furniture and maintenance for each library). According to the project, the Mosque committee/local authority "will enter into written agreement with the Islamic Foundation for proper maintenance and operation of the Mosque Library before receiving funds for the library and will send their periodical reports of activities to the Islamic Foundation Bangladesh, Dhaka".<sup>244</sup>

Tk. 250.00 lakhs (25.00 million) has been allocated under SFYP for the project under the Religious Sub-sector.

Particulars of expenditure for each library were as follows:-

350 local books X Tk. 10 for each library	Tk. 3500/-
50 foreign books for each library	Tk. 5000/-
Furniture for each library one almirah 1250/-	Tk. 1250/-
Maintenance cost	Tk. 100/-
Total cost for one library =	<u>Tk. 9850/-</u>

Total cost for 5000 libraries = 49.25 million

A central body under the care of one Deputy Director was approved for the management of the project.

Financial schedule of the project was as follows:

<u>Year</u>	<u>L.C.</u>	<u>F.C.(M)</u>
1980-81	Tk. 5.00(m)	Tk. 5.00(m)
1981-82	Tk. 500 (m)	Tk. 5.00(m)
1982-83	Tk. 5.00(m)	Tk. 5.00(m)
1983-84	Tk. 500 (m)	Tk. 5.00(m)
1984-85	Tk. 500 (m)	Tk. 5.00(m)
	<u>Tk.25.00(m)</u>	<u>Tk.25.00(m)</u>

244. Ibid., p.5.

Establishment of mosque libraries within the estimated amount was planned in the following ways.<sup>245</sup>

1980-81	Tk. 98.30 lakhs for 998 libraries
1981-82	Tk. 98.697 lakhs for 1002 libraries
1982-83	Tk. 98.5 lakhs for 1000 libraries
1983-84	Tk. 98.5 lakhs for 1000 libraries
1984-85	Tk. 98.5 lakhs for 1000 libraries

Total= 492.5 approximately

Salary for the entire period =	Tk. 1.495 lakhs
Furniture	.108 lakhs
Office equipment	.305 lakhs
Office accommodation	.600
Contingency	1.390 lakhs
Supervision	<u>3. 60 lakhs</u>
	500.00 (Approximately in lakhs=
	million 50.00

About 20,00,000 readers will be benefitted by the project. The project will be satisfactorily completed by June 1985.

The progress of implementation of the project is also satisfactory. But number of books and furniture for each library is very meagre. One almira is not at all sufficient. Libraries are already established in some 4,000 mosques of the country. No plan or provision was made for readers' services in them. The project is very valuable towards building the network of similar public libraries in the country. Its total success solely depends upon further planning regarding the method of offering service to readers. The co-operation of this system of libraries has not been defined.

---

245. Ibid. p. 14. See also Bangladesh. Ministry of Finance, Bangladesh Economic Survey 1983/84, p. 321.

Mosque Library Committee

Mosque Committee<sup>246</sup> may take the responsibility of administration of mosque library. If necessary, separate 'Mosque library Committee' may be formed. But in every case the Motowalli<sup>247</sup> will act as President/Secretary of the Committee. The Imam of the Mosque will have to be included in the Committee. 2. The Mosque library Committee will take the responsibility of overall administration of the library and its development. 3. Any enthusiastic religious person or Imam or Muazzin may be appointed as Librarian of the library. The Committee may if required, grant some monthly or yearly grant to the librarian and this grant is in no way be more than 5% or 10% of the total budget.

District, Sub-Divisional and Upazilla Mosque Committee

1. District mosque library Committee may be formed with Deputy Commissioner as President, District Islamic Cultural Officer as Secretary alongwith some interested persons. 2. In the same way sub-divisional Mosque library will be formed with sub-divisional officer as the President. The upozilla mosque library will be formed with Circle Officer (Dev) as president. These Committees will initiate the movement for mosque library development. They will formulate plans and programmes for its development. These committees will maintain liaison with the concerned Ministry, Islamic Foundation, etc. The divisional and district cultural centres will take the responsibility of establishment, administration and supervision of mosque libraries throughout the country.<sup>248</sup>

---

246. Alam, Shamsul. The Mosque, Dhaka: Mosque Society, 1979.p.203.

247. A person endowed with authority. A legal term used for a person entrusted with the management of religious foundation See Dictionary of Islam, p. 425.

248. Masjid Pathagar (Mosque Library), Dhaka: Islamic Foundation, 1981. p.1.

### Book selection in Mosque Library

The following types of books may be kept in the mosque libraries:

1. Books concerning faith in Allah, prayers, fasting, Haj, Zakat, the Holy Quran, Holy Prophet (S.A.S), disciples of Holy Prophet(S.A.S.) Islamic religious and cultural movement and history of Islam. 2. Books on morality, increase of production of food grains, books on agriculture, pisciculture, poultry, first aid etc. 3. Children books and periodicals. 4. Books published by Information Ministry, Agriculture Ministry, Ministry of Religious Affairs, approved by the committee and 5. Daily papers approved by the committee. This researcher visited some mosque libraries in Sylhet in January, 1984. Some of these libraries were wellused. But these were suffering from some pressing problems. The authority supplied books to these libraries in bulk only once. After that no book was supplied. There was none to take care of the books. The Imam, the librarian had no training in librarianship. There was scarcity of furniture also.

### Suggestions

1. Process must be found out for regular supply of books and new books. 2. The Imams must be trained for at least 6 weeks in librarianship. 3. The Imams must be granted charge allowance of Tk. 500/- per month. 4. Each and every Mosque library must be granted Tk. 500/- per month for meeting the contingent expenditure. 5. Provision must be made for regular supervision and inspection of these libraries. 6. Mosque-based library should be introduced throughout the country. 7. Govt. should take initiative and bear all expenses from the public exchequer and 8. Suitable furniture and equipment must be supplied.

It must be admitted that the base identified for establishment of libraries was praiseworthy but a central inspecting, coordinating and controlling authority is a must, for which Islamic Foundation

should make out a comprehensive Plan. Establishment of libraries inside mosque in rural areas would certainly remove illiteracy, keep the Musallis and others informed of what was happening in and outside Bangladesh, would increase the reading habits and go a long way towards social, cultural, religious and economic wellbeing of the rural people.

Majority of the population of Bangladesh are Muslims. In remotest corners of the country one or more than one mosques can be found. Although it is a poor and developing country and majority of the population is illiterate, poor, halfed, illclad, yet people go to the mosques of 65,000 villages of Bangladesh. So mosques are common places for the rich and the poor. If these mosques can be used as units for public libraries, adult education can be imparted through these libraries and the overall picture of the country must be changed and improved. This is a novel and effective plan. But it is a gigantic one. Planners and policy makers should consider this plan objectively.

National Seminar on Library Development (1-4 February, 1982) British Council Seminar on Library Development in Bangladesh

The British Library expert Mr.J.S. Parker submitted his survey report on Public libraries of Bangladesh in 1979, in which he made recommendations on different aspects of library development in Bangladesh for consideration of Govt. of Bangladesh. The British Council, Bangladesh sponsored a National Seminar on library development mainly to evaluate the Parker's Survey Report and recommendations. As such the Seminar was held under the auspices of the Ministry of Cultural Affairs and Sports, Govt. of Bangladesh and the British Council, though its purpose stated in the Invitation letter<sup>249</sup> and the main Report was

---

249. Letter of invitation issued by the British Council to the researcher dated December 4, 1981.

partly different. The purpose and objectives of the Seminar were to bring together leading librarians and other information specialists in Bangladesh in order to provide them with opportunity to discuss the principles and practice of library development planning, evaluate current proposals for the library development in Bangladesh under the Second Five Year Plan, to formulate recommendations for the coordination and development of library, and information services in Bangladesh for consideration by the Ministry of Cultural Affairs and Sports, Govt. of Bangladesh. The then Minister for Information, Broadcasting, Sports and Culture while inaugurating the seminar, underscored the need for proper development in this field and affirmed that government was aware of the need for a planned and co-ordinated library and information service in the country. He also assured that Govt. would give serious consideration to the recommendations which would be forthcoming from the seminar.<sup>250</sup>

Nine papers were read and discussed in the seminar. Thirty-seven important librarians and information specialists were invited to participate in the discussion.<sup>251</sup> Mr. J.S. Parker, an international expert in library development planning also attended the seminar. The Seminar recognising the efficient and economic access to information, affirming the central role of library, documentation, archives and information services in providing information, and noting their insufficient services, recalling their most efficient and economic means, recommended<sup>252</sup> that their development be given high priority,

---

250. Bangladesh Observer. Dhaka, 2nd February, 1982 Page 1, Column 8,

251. Programme of the National Seminar on Library Development sponsored by the Sports and Culture Ministry and British Council, 1982.

252. Resolutions adopted in the concluding session of the National Seminar on library development (British Council Seminar on library Development), pp. 1-5.

commensurate with their importance as sources of information for development, by the Govt. of Bangladesh and by the other public agencies and institutions in Bangladesh, particularly under the Second Five Year Plan, that the development of their services in various sectors be planned and coordinated at the national level taking account of the information needs of all members of the community and further recommended that the Ministry of Information, Broadcasting, Sports and Culture should take urgent steps to establish their effective coordination in all parts of Bangladesh by means of recommending official policy for them in all sectors and in the nation as a whole. The Seminar further resolved that steps be taken to introduce such legislation as may be necessary to facilitate the implementation of these recommendations.

The Seminar further recommended to the Govt. departments or other public agencies to review the roles of National Archives, National Library, the National Science Library, the National Health Library and the National Agricultural Library for eliminating unnecessary duplication of resources, services and to take necessary steps for their effective organisational structure, to investigate and evaluate new approaches to the provision of public library services.

As regards manpower the Seminar recommended to review the existing salary scales, qualifications and job designations of librarians, documentalists, archivists and information scientists in the public service with a view to reducing the multiplicity of job designation/titles in use and establishing a rational hierarchy of limited number of basic job; ensuring that salary scales were established in conformity with those for other comparable professions in the public service and ensuring that only professionally qualified persons were appointed to professional posts and study the possibility of imple-

menting these recommendations through the establishment of a cadre of librarians, documentalists, archivists and information scientists through the public services, similar to those already in existence for other professions. It further advised to review the existing facilities for education and training in librarianship, documentation, archive, information science in Bangladesh with a view to ensuring their ability to produce the required numbers of information workers of various kinds, suitably qualified to meet the demands of the proposed developments in library, documentation, archive and information services.

On book collection the Seminar recommended to review the obstacles to the importation of foreign publications into Bangladesh, particularly the lack of foreign exchange facilities and the issuing of import licences.

On accommodation problem the Seminar recommended to review the physical condition of library buildings and premises for taking the necessary measure for their improvement.

On finance the Seminar recommended adequate financial provision particularly under the Second Five Year Plan, to support their necessary development. The financial grant should be conditional on their satisfactory performance.

The public library survey, 1978-79 which was the basis of the Seminar, conducted by the British library expert, Mr. J. S. Parker for collecting detailed information for further library development planning was unique and first of its kind in this country. No such survey of any type was made by foreign expert in the past. As such no development plan or scheme produced desired result. But the survey



was one-sided and incomplete. It surveyed only the public libraries and not the academic, school, and special libraries. As such total library picture of the country was not reflected in the report. Mr. Parker admitted that he could not make the report comprehensive and complete due to non-availability of proper and adequate statistical data, which was so necessary for any planning. The weakest part of the report is that the survey cell, although bound in the Bangladesh Central Public Library Building at Shahbagh, Dhaka, ignored the functionary of the Bangladesh Central Public Library itself, which is the largest Govt. Public Library of the country.

In spite of shortcomings, lapses, and difficulties, this survey was the most valuable instrument for gathering materials for public library development planning. The discussion in the seminar were mainly centered round the Report of Mr. Parker. The papers read were illuminating and thought provoking. The resolutions adopted were no doubt important for the overall development of libraries specially public libraries.

The Parker Report contained 31 important recommendations for the development of libraries in Bangladesh. The main purpose behind the holding of the seminar was most probably to secure the opinion, comment or approval of the leading librarians and the educationists. This was evident from the fact that the recommendations of this seminar overlapped those of the report. But it can not be denied that the seminar recommendations were more comprehensive, pragmatic and coherent than those of the report. The seminar recommendations represented the opinion or consent of the entire library community of the country whereas the recommendations contained in the survey report were the result of the thought process of a single man.

The single mans' thought in his report was expressed, it is hopped, through the deliberations of 4-day seminar only to make it more forceful and representative. The seminar democratised the recommendations of that report. The recommendations of the Seminar were biased excessively towards planning. It did not recommend any standard for the development of libraries. The recommendations were more theoretical than practical.

#### Seminar on "Education and Planning"

The seminar sponsored by the Bangladesh Federation of University Teachers' Associations on "Education and Planning" was held from 25-27 February, 1981 in the University of Dhaka. Articles on National Education Policy, autonomy in the universities, fund provision for imparting education, national development and higher education and environment for education were read and discussed by leading university professors, educationists and academicians of the country. At the end of the seminar twentyone recommendations were made.

From the careful perusal and study of seminar papers and its proceedings it is observed and noticed that although the participants threw light on different aspects, facets and stages of education, no one spoke or wrote a single sentence on the needs and potentials of libraries in the educational field. However the word "Library"<sup>253</sup> could be found only once in the recommendations made on higher education.

The deliberations of the educationists and teachers proved that there was lack of library consciousness among teacher community and they did not realise the indispensable use, utility and usefulness of library and library services. They did not think that modern

---

253. Inter-University Teachers Federation. Education and Planning, (in Bangla) Dhaka: Inter-University Teachers Federation, 1981, p.14.

library is also a resource centre, information bank, academic supermarket and media centre. On the other hand it is a fact that librarians of our country did not display their professional and technical skills and expertise and impress the teacher community. They failed to attract and motivate the teachers and students. As a result they could not attain, achieve, obtain and earn due honour, recognition and support from the teachers. It is the duty and responsibility of librarians of Bangladesh to establish themselves in the society and community. They should publicise libraries, sell library ideas and render efficient and timely services.

Book selection Committee for public libraries constituted by Govt

The Parker's Report of 1979 stated that the book selection policy of public libraries in Bangladesh was defective; so a Committee<sup>254</sup> for finding out principles concerning book-selection for public libraries was constituted by Govt. with four members.<sup>255</sup>

Principles of book selection policy by National Book Centre, Khulna Public Library and Chittagong Public Library were read out in the meeting by the Member-Secretary and thoroughly discussed. The meeting unanimously resolved the following:

'(A) That the librarian will select books on the basis of local demands. For this a suggestion register is to be kept in each library. If necessary the librarian is to take the help of local educationists (e.g. Principals of local colleges, Headmasters of local high schools, industrialists and intelligentsia). (B) Selected books are

---

254. Govt. Order No. Sha 9/La-4/81(part)/616 dated 21.9.82 filed with the Sports, and Culture Division. Chief Martial Law Administrator's Secretariate.

255. Ibid.

to be purchased through quotation as per existing rules. (C) In case of foreign books quotations are to be invited from real importers and established stockists. (D) There must be specific statement regarding the foreign currency (e.g. Dollar, Pound etc.), due commission and other conditions in the quotation.<sup>(E)</sup> In case of local books, purchase must be made on the basis of quotations specifying the commission from real and established book sellers.<sup>256</sup>

Book purchase notice must be well-circulated and hanged in the Notice Board of the Library. All these rules are also applicable in the case of non-govt. public libraries.<sup>257</sup> Non-Govt. public libraries which received govt. grants must select and purchase books according to the local demands. Books to the amount of 50% of the govt. grant might be purchased from the National Book Centre, Bangla Academy and Islamic Foundation, looking to the interest of local children.<sup>258</sup>

At the time of purchasing books preference was to be given to books on history of Bangladesh, books containing information on Bangladesh (e.g. census report, gazette<sup>s</sup>) and informative book published by Information Ministry, Agricultural Ministry and Culture Ministry.<sup>259</sup>

It is worth noticing that such a committee was never constituted by Govt. before. It is an indication that Govt. gave stress and attention on selective reading materials and streamlined book purchase policy and stressed the need for book published in Bangladesh for the sake of bringing national integrity and cohesion and to invite the readers for reading materials on their own history, culture and condition.

---

256. Ibid.  
257. Ibid.  
258. Ibid.  
259. Ibid.

From the latest information collected by this researcher, it may be mentioned here that a revised and more powerful Committee for purchase of books for divisional and district public libraries has been constituted of which this researcher alongwith University Professors, Deans have been appointed members.

The role of Bangladesh Parishad in the development of net-work of public libraries and library services

Background

Following Independence, Bangladesh Parishad was created with the resources of erstwhile Pakistan Council and a part of former Bureau of National Reconstruction. Subsequently it was merged with the Department of Mass Communication as one of its components. The Parishad under the Department of Mass Communication worked for nine years. Thereafter it was separated from the Department of Mass Communication by a decision of the Govt. and started working as a separate Department with its status as a Govt. organisation unaltered, since September 18, 1980.<sup>260</sup>

Bangladesh Parishad was a Dept. under Sports and Culture Div. Ministry of Education and Religious Affairs. It was a fullfledged Governmental organisation having its Headquarter in Dhaka with a net-work of Centres extending from divisions down to sub-divisional level. Set up with a view to fighting against infiltration of alien culture, the Parishad worked with the avowed principle of disseminating knowledge about our national identity and cultural heritage.

It had six regional centres set-up at each of the administrative divisional headquarters namely Dhaka, Chittagong, Khulna and Rajshahi and two district headquarters of Mymensingh and Comilla. In addition the Parishad had 38 district and sub-divi-

---

260. Executive orders of the Govt. of the Peoples Republic of Bangladesh filed in the Establishment Division.

sional centres. All these centres were placed under the revenue budget of the Govt. except Comilla centre which was in the Development Budget.

The Bangladesh Parishad had a chain of libraries<sup>261</sup> throughout the country. Each Regional centre had a well-equipped lending library and reading room while the District and Sub-divisional centres provided reading facilities. There were approximately 2,05,741 books in total in all these libraries. Approximately 18,32,000 readers used these centres in a year. The Parishad also organised seminars, symposia, discussions, debates and other programmes for upholding national heritage and culture and highlighting Govt. strides in the field of development involving leaders on the intellectual front. People from all walks of life including teachers, students, artists, journalists and intellectuals participated in these programmes.

#### Objectives

The main objectives<sup>262</sup> of the Bangladesh Parishad were:-

- (a) To create a spirit of dedication to the ideology of Bangladesh.
- (b) To inculcate a sense of national pride, patriotism and robust optimism in the future of the country.
- (c) To bring out and emphasise the cultural heritage of Bangladesh.
- (d) To create an expanding area of understanding among the people of different parts of the country towards a common constructive purpose.
- (e) To keep up the national values.
- (f) To ensure peoples' participation in development activities.
- (g) To provide an open platform for the intellectuals to express views on national issues and problems.

---

261. Parker, J. Stephen. Bangladesh Public Library Survey, Vol.I, London: Library Development consultant, 1979, pp.46-47.

262. File of the Sports and Culture Divn. C.M.L.A's Secretariat.

The programmes were designed to project national identity, disseminate knowledge about national history and culture, acquaint the people with the common national objectives and project activities of the Govt. in various fields of nation-building. With a view to achieving this end, each centre of the Parishad had provision for an auditorium properly equipped, where the scholars, members of the intelligentsia and personalities engaged in different fields of nation-building activities were invited to give talks on important subjects to an audience drawn from cross section of the people.

Apart from these, the Parishad arranged external programmes in the mufassil districts and rural areas of the country. The Parishad arranged every year four major programme:-

(1) Inter-University debate competition in Bengali and English: Annual cash awards worth Tk. 2,000.00, Tk. 1,500.00 and Tk. 1,00.00 respectively for the First, Second and Third Prize winning contestants in both Bengali and English language debate. (2) 21st February Literary competition: Among budding writers with 4 awards each worth Tk. 1,000.00 at national level, 4 awards each worth Tk. 300.00 at Divisional level, and 4 awards each worth Tk. 100.00 at District level. (3) Seminar on Regional History and Culture: Held at District headquarters with participants drawn from among the scholars belonging to the district concerned. (4) Publication: (a) Bangladesh Parishad Patrika - Quarterly. Important and learned papers read in various seminars were mainly published in this periodical. (b) Antarey Anirvan: Annual souvenir containing prize-winning writings of the 21st February literary competition and messages from the scholars. (c) Garo Sanskriti: Publication on History and Culture on 'Garo' tribal people. (d) History and Cultural heritage of Sylhet. In addition papers read on history and Culture of Comilla, Patuakhali and Rangamati were compiled.

The Regional Centres were headed by one Resident Director<sup>263</sup> (Senior Class-1). Besides, one Asstt. Resident Director (Class-I), One Librarian(Class-II). One U.D. Cataloguer, four Library Assistants, one Office Asstt., one Stenographer/Steno-Typist, one L.D. Asstt. were also on the staff. In the Head Office there were 4 Officers, viz: One Deputy Director (Sr. Class-I) One Asstt. Director, two Research Officers (Class-I) and members of the staff including 4 Assistants, one Stenographer, one U.D. Clerk, one U.D. Cataloguer and Lower Division Clerks.

Apart from the six Regional Centres, Bangladesh Parishad had 58 Centres set-up at each of the district and sub-divisional headquarters. These Centres were manned by two contingent paid staff, viz. one Librarian<sup>264</sup> and one peon-cum-night guard. These Centres were under the administrative jurisdiction of the regional centres. This jurisdiction was equal to that of an administrative division except Mymensingh and Comilla where the jurisdiction was limited to the district only.

#### Activities

Bangladesh Parishad had two-fold activities viz. (a) Programme and (b) Library. Both of these were co-related, i.e., programme oriented library and library oriented programme. While the regional centres were headed by the Resident Director, the programme and library services were looked after by the Asstt. Resident Director and the librarian respectively.

---

263. He also made necessary plans for services in the library which was not well-organised.

264. In most of the cases he was librarian only in name. He had no professional qualification or training for organising and managing the library.



On the library side<sup>265</sup> the Parishad provided facilities for reading books, newspapers and journals to all those who preferred to utilise the service offered by the library. Besides, enlisted members enjoyed additional facilities of borrowing books for home-reading.

The district and subdivisional centres, however, had the limited facilities of reading at the Parishad centres. They could not afford to lend books due to shortage of manpower. It will not be out of place to point out that Bangladesh Parishad together with its predecessor organisations built up a coordinated library service throughout the country<sup>266</sup> from the capital city down to the sub-divisional level.

During last two decades, thousands of students of six Universities and numerous colleges and other educational institutions took advantage of these libraries located in the divisional headquarters and district headquarters of Mymensingh. In addition, the Comilla Centre rendered good services. Apart from the service rendered by these institutions to the general public, it should be mentioned here that students had no other alternative to procure text books for home-reading. The scope of the British Council in Dhaka and Chittagong was limited as they did not preserve or lend out text books in languages other than English and books printed in the country or in India. The total number of readers who utilised the Parishad Libraries in a year were nearly 18,32,000.<sup>267</sup>

#### Dissolution of Bangladesh Parishad and Governments Action Plan

In compliance with the directives issued from the Chief Martial Law Administrator's Secretariat bearing No.70057/2/Civ-II<sup>268</sup> dated 15th

265. File of Sports and culture Division, C.M.L.A's Secretariat.

266. Ibid.

267. Annual Report of Bangladesh Parishad(1981).

268. Filed with the Sport's and Culture Division of CMLA's Secretariat.

269

June, 1982 and No. 70057/2/Civ-II dated 7th July, 1982 to disband the Bangladesh Parishad and to transfer its functions, assets and liabilities to Government Public libraries an action plan was prepared in consultation with the concerned Ministries and agencies i.e. Establishment Division, Ministry of Finance, Ministry of Information and Department of Public Library.

#### Assets and Liabilities

Lists of assets and liabilities were prepared. The total number of Centres and sub-centres of Bangladesh Parishad was 64. Out of them eleven Centres-3 in Dhaka city, 2 in Chittagong District town, 2 in Khulna District town, 2 in Rajshahi, 1 in Mymensingh and 1 in Comilla were closed down. At these places public Libraries were functioning and more than one Centre of Bangladesh Parishad was operating. Other 53 Centre and sub-centres in different District and Sub-divisional towns, which were performing the function of Public Libraries, were converted into Public Libraries. The assets of Dhaka Centre and Sub-Centres were transferred to the Central Public Library, whereas those of Chittagong to Chittagong Divisional Public Library, those of Khulna to Khulna Public Library and those of other Districts and Sub-Divisions to respective Deputy Commissioners and Sub-Divisional Officers till they were absorbed in the Public Library system.

#### Absorption

The total number of employees of Bangladesh Parishad were 252. Out of them 35 officers and staff were absorbed in the vacant and analogous posts of different Public Libraries. Besides 156 employees of the rank of Junior Librarian, Library Assistant and Peon/Night Guard were absorbed in the Department of Public Library and 53 Centres

and Sub-Centres of Bangladesh Parishad which were converted into Govt. Public Libraries. No additional fund was required for this conversion. Bangladesh Parishad had its approved budget which was transferred to the Head of Government Public Library. This fulfilled the objective of expansion of Public Library facilities to the people of the country. Thus 191 employees out of 252 were absorbed and the remaining 61 employees were kept surplus with the Establishment Division for future absorption.

Considering the above facts and circumstances, a 9-point action plan <sup>270</sup> was drawn as under:

Action Plan

Reasons

- |  |   |
|--|---|
| <p>"1. The Assets of Bangladesh Parishad in Dhaka, Chittagong and Khulna District Head-quarters were transferred to respective Govt. Public Libraries.</p> | <p>1. The Officers of Public Library Department were available in these places to receive the assets.</p>                         |
| <p>2. The assets of Bangladesh Parishad at other places were handed over to respective Deputy Commissioners and sub-divisional officers.</p>               | <p>2. Government Public Libraries were not established at these places and officers of Library Department were not available.</p> |
| <p>3. A sum of Tk. 39.73 lacs were sanctioned for Bangladesh Parishad, 20% of the budgetary fund was surrendered on</p>                                    | <p>3. Because of dissolution of Bangladesh Parishad and transfer of functions and absorption of employees to Government</p>       |

---

270. The Action Plan was signed by Mr. Manzur Murshed, Secretary, Sport's and Culture Division on 21/8/82 and approved by Dr. A. Majid Khan the then Minister of Education and Religions Affairs on 23-8-82 and approved by H.M. Ershad, CMLA on 29-10-82.

- account of pay and allowances of surplus staff and balance of 80% was transferred to Central Public Library.
- Public Libraries.
4. Liabilities were transferred to Central Public Library.
  4. Because of the transfer of functions.
  5. Total number of employees of Bangladesh Parishad was 252. Out of them 35 employees were absorbed in different Public Libraries.
  5. 35 analogous posts were vacant in different public Libraries.
  6. 53 Centres & sub-centres of Bangladesh Parishad in different District and sub-division head-quarters were converted to public Library.
  6. These Centres and sub-centres were in fact doing the function of Public Libraries. There would be no extra financial involvement.
  7. 159 posts of Junior Librarian, Library Asstt. and Peon/Night Guard were created for the Centres & sub-centres and Public Library.
  7. Since there was the approved budget of Bangladesh Parishad which was being transferred to Central Public Library, no additional fund was required. Employees of defunct Bangladesh Parishad were absorbed to these posts.

8. 191 employees of Bangladesh Parishad were absorbed to the posts of Public Libraries, which were required to be created.
8. No additional fund was required.
9. 61 employees of Bangladesh Parishad were kept surplus with the Establishment Division for future absorption.
9. Absorption in Public Libraries and in other attached Office/Directorates/Autonomous Bodies was not possible". 249.

After the absorption, the "Enam Committee" again examined and revised the whole position and submitted a report entitled Report of the Martial Law Committee on Organisational Setup phase II (Departments/Directorate and other organisations under them) Vol. XIV, Part 3 (Sports and Culture Div.) Chapter VI (Department of Public Library) <sup>271</sup> creating Department of Public Library. This Department is working now under the Cultural Affairs Division of the Ministry of Education, Government of the People's Republic of Bangladesh. This timely decision of Govt. gave birth to an infrastructure of public library network.

Library Evaluation Committee set up by Sports and Culture Division, Chief Martial Law Administrator's Secretariat

After the implementation of the recommendations of the Martial Law Committee on amalgamation of Bangladesh Parishad with Govt. Public Libraries, many new administrative, professional, structural and financial problems cropped up. The Government thus formed a Committee for evaluating these problems. Under the authority of the government order No. Sha 9/L-29/82/76 dated 22/3/83, the Govt. of Bangladesh constituted

---

271. Government of the People's Republic of Bangladesh. Report of the Martial Law Committee on organisational set up; Phase II (Departments/Directorates and other organisations under them); Vol. XIV, Part 3, (Sports and Culture Division) Chapter VI of Public Library, June 1983, pp. 1-12.

the Library Evaluation Committee with Dr. Alauddin Al-Azad, Cultural Adviser of the Ministry as Chairman. The following persons were selected as members.<sup>272</sup>

1. Professor, Dr. Kazi Din Mohammad, Chairman, Dept. of Bengali Dhaka University.
2. Professor Dr. Mustofa Nurul Islam, Professor, Dept. of Bengali, Jahangirnagar University.
3. Professor Dr. Abdul Momen Chowdhury, Acting Librarian, Dhaka University Library.
4. Mr. A.F. Fazlul Majid, Librarian, Jahangir Nagar University.
5. Mr. Abu Bakr Siddique, Acting Librarian, University of Engineering and Technology.
6. Mr. Serwar Hossain, Chairman, Dept. of Library Science, Dhaka University.
7. Mr. ShamsulHuq, Director (Library), Bangla Academy Library.
8. Mr. Ahmad Husain, Retired O.S.D. (Library Development), DPI Office
9. Personal Secretary to the Cultural Adviser, Sports and Culture Division.

Four meetings of the Committee were held on different aspects of library development in the country.<sup>273</sup> The Committee<sup>274</sup> could not reach at any unanimous decision on any problem. There was no specific terms of reference for discussion in the meeting. Terms of reference for discussion were later on issued, but no further meeting was held.

This Committee<sup>275</sup> was dissolved for reasons best known to govt. and a fresh Committee was formed on 5-9-83 with specific terms of reference.

---

272. Government Order bearing No. Sha 9/L-29/82/76 dated 22-3-83 issued by the Sports and Culture Division, Chief Martial Law Administrator's Secretariat, Dhaka.

273. Ibid.

274. Ibid.

275. Ibid.

Report of the Martial Law Committee on organizational set up:  
(Department of Public Library) 1983.

Major General and Chief of staff Mr. Hussain Muhammad Ershad declared Martial Law in the country on 24.3.1982 to save the country from the state of lawlessness and economic collapse as it was told by him in his radio broadcast on that day.

The Martial Law Government took up a massive programme for administrative re-organisation in order to achieve more efficiency as well as economy in administration. A Martial Law Committee on Organisational Set up, headed by Brigadier Enamul Huq Khan was formed to examine and re-organise the Organisational Set up of Ministries/Divisions, Departments etc. The Committee examined the organisational structure alongwith functions and responsibilities, assets etc. of the Bangladesh Central Public Library and other government public libraries of the country.

In June 1983 the Chief Martial Law Administrator's Secretariat, Civil Wing submitted Report of the Martial Law Committee on Organisational set up: Phase II (Departments/Directorate and other Organisations under them): Vol. XIV, Part 3 (Sports and Culture Division), Chapter VI (Department of Public Library). The report stated that after disbandment of Bangladesh Parishad and transfer of Libraries and all other assets of this Department to Central Public Library, the need to reorganise the Library Services into a Department was felt. The newly organised Department of the Public Library would have the following Libraries under its administrative control: (a) 1 X Central Public Library, Dhaka. (b) 3 X Divisional Public Libraries at Rajshahi, Khulna and Chittagong. (c) 53 X District & Subdivisional Public Libraries.<sup>276</sup>

---

276. Bangladesh. Report of the Martial Law Committee on organisational set up: Phase II (Departments/Directorate and other organisations under them): Vol. XIV., Part-3 (Sports and Culture Division), Chapter VI (Department of Public Library), Dhaka: CMLA Secretariat, 1983, p.1.

Functions:

The broad functions of the Department of Public Library according to the above Report were: 1. '(a) to provide reading facilities for all classes of readers, (b) to act primarily as a Reference Library with: (i) General reading rooms, (ii) Special reading room for ladies, (iii) Periodical room, (iv) Research room and (v) Manuscript room, (c) to build up and maintain a comprehensive book collection as varied as possible with special emphasis on text and reference books, (d) to build up and maintain adequate stock of books of Juvenile interests with arrangement for circulation through Juvenile Libraries situated in different residential areas of the city, (e) to function as a cultural centre with a carefully designed programme of extension lectures, exhibitions etc; so as to create and foster intellectual interests and reading habits among the general public, (f) to shoulder responsibilities of reorganisation and development of Public Libraries in the country, (g) to provide advisory service and reference service to the public in general, (h) to provide research and reference service to scholars and to Government Departments and (i) to organise countrywide literary competitions with a view to find new talents in the literary field.<sup>277</sup>

Observation and recommendation of the committee:

The Committee made the following observation and recommendations:<sup>278</sup>

a. Organisation: With the inclusion of District and Sub-divisional Public Libraries and function of disbanded Bangladesh Parishad to the Central Public Library, its dimension of function and administration increased in many folds. Keeping in view, the Committee reorganised

---

277. Ibid., p.2.

278. Ibid., p.1.



the Central Public Library as a Department. This would give the scope of further development and better functioning. The rank structures were calculated keeping in view the functional requirement of the organization. Basic function being rendering the library services to the people, the post of Librarians were kept at all tiers. The Committee recommended that only persons with Library Science qualification should be posted in this organisation. In the existing organization there is no post between the Librarian and Principal Librarian, resulting in a big gap in between. Considering this, three posts of Senior Librarian were creted.<sup>279</sup>

The Committee worked out a revised set up which brought down the sanctioned strength of staff of Dept. of Public Library from 312 to 310 with consequential saving on pay and allowance alone to the tune of over Taka 10,000 per annum approximately.

The Committee defined and specified the following duties of the Chief Librarian (Director):

1. "To act as the Administrative head and be responsible for overall administration of Central Public Library, Dhaka and Libraries subordinate to the library (Department). 2. To act as Adviser to the administrative Ministry on technical matters and formulation of policies concerning Public Library Organisation, Administration, Planning and development in the country. 3. To act as the Principal Accounts Officer of the Department with budget provision. 4; To be responsible for administration and execution of functions of the Department as per Acts, Ordinance, Rules and Regulations and directives issued by Government from time to time. 5. To be responsible for proper functioning and maintaining discipline of the Department. 6. To provide

---

279. Ibid.

and execute operational guidance to the staff of subordinate libraries and exercise control and supervision over them. 7. To be responsible for appointing Class-II, III and IV employees as per existing procedures. 8. To be responsible for issuing standing orders laying down the maximum extent of delegation of power to the officers serving under him. 9. To control, supervise and inspect the work of the Department. 10. To represent the Department and where personal representation is not possible to select representatives on his behalf. 11. To grant all kinds of leave, advances etc. to officers and staff working under him. 12. To allocate duties of officers and staff as and when required. 13. To safeguard Government property under his charge. 14. To be responsible for maintaining proper security measures. 15. To draw and disburse pay, T.A., Contingent charges etc. 16. To deal with case of disciplinary action against all officers and staff. 17. To finalise book selection for libraries. 18. To supervise professional and technical duties of the Library. 19. To be responsible for planning and development of public libraries throughout the country. 20. Any other duties assigned by the government.<sup>280</sup>

The charter of duties of the Principal Librarian(Deputy Director) according to the Martial Law Committee was as follows:-

'1. To act as head of the Central Public Library, Dhaka. 2. To control and supervise the duties of officers and members of staff of the Department of public Libraries inside and outside Dhaka city. 3. To assist the Chief Librarian (Director) in administrative and financial matters. 4. To be directly responsible for providing extension service. 5. To inspect and supervise all public Libraries under

administrative control of the Department. 6. To carry out the duties of the Chief Librarian (Director) in his absence. 7. To supervise book selection, readers services, reference services, technical services and procurement of books furniture, equipment, supplies etc. 8. Any other duties assigned by the Government/Director.<sup>281</sup>

The Report also fixed the duties of the Assistant Director (Admn. and Accounts) for smooth functioning of the Department. These were as follows:-

1. "To assist the Chief Librarian (Director), Principal Librarian (Deputy Director) in administrative/financial/technical and other matters. 2. To maintain the office record and supervise the duties of the official and staff. 3. To deal with fixation of pay, grant of advances, etc. annual increments to all officers and staff at the Head quarters and Divisional/District/Sub-Divisional Libraries with the approval of Chief Librarian (Director) or Principal Librarian (Deputy Director). 4. To deal with grant of earned leave and casual leave to all staff working under ~~kk~~ his control. 5. To deal with the cases of retirements, pension etc. of staff with the approval of Director/Deputy Director. 6. Preparation and submission of Budget to the Chief Librarian(Director)/Principal Librarian (Deputy Director). 7. To deal with cases of T.A. and G.P. fund for the approval of the Chief Librarian (Director). 8. To deal with the cases of purchase of books, furniture and equipment. 9. To contact intellectuals, artists and participants in connection with providing extension services such as seminars, symposium, workshop etc. 10. Any other duties assigned by the Chief Librarian (Director)<sup>282</sup>

---

281. Ibid. p. 8.

282. Ibid.

Duties of the Librarian/Asstt. Director (Extension, Procurement, processing and distribution) fixed by the Martial Law Committee were:-

1. "To assist the Chief Librarian (Director) in Library extension service.
2. To deal with purchase of books for the Department.
3. To deal with processing, cataloguing of all books purchased in the financial year.
4. To be responsible for distribution of books among different libraries under administrative control of the Department.
5. To be responsible for accessioning, cataloguing of all books of the Department and maintaining records thereof.
6. Any other duties connected with extension/processing/procurement and distribution of books assigned by the Chief Librarian (Director).

The charter of duties of the Senior Librarian according to Report were:-

1. "To act as the head of the Public Library at the Divisional Headquarters and will supervise all other Public Libraries in the Division.
2. To assist the Chief Librarian (Director) in formulation of Library development policies, preparation of plans and projects and implementation, monitoring of development and non-development activities of Public Libraries both Government and aided Non-Government in the Division.
3. To be responsible for preparation of budget for Public Libraries in the Division.
4. To be responsible for organisation, development and maintenance of systematic collection of books, periodicals, other recorded and Audio-visual materials and make them available to library users.
5. To be responsible for planning, supervision, acquisition, classification, cataloguing, and circulation of library materials and maintenance of record concerning issue and return of

related materials. 6. To be responsible for Public Library facilities inside and outside the library by organising book displays circulating booklists, bibliographies etc. 7. To be responsible for proper recording, maintenance including binding and up-keep of reading materials, stores, equipment and other properties of public libraries in his charge. 8. To be responsible for preparation of abstracts and summaries of important articles and documents. 9. To deal with cases of gifts and exchange of books and non-book materials. 10. To assist Chief Librarian in formulation of policy pertaining to book selection, procurement, accession, cataloguing, classification and filing system. 11. To establish, review and where necessary modify library practices and procedures to facilitate organisation and efficient operation of library services in the Division. 12. To provide information and reference services. 13. To supervise and provide documentation and bibliographical services. 14. To be responsible for distribution and supervision of the work of technical staff. 15. To conduct, supervise and undertake periodical stock taking and to prepare annual reports/statistics etc. 16. To provide guidance to readers in the use of Library. 17. To initiate, supervise and maintain inter library loan services. 18. To be responsible for conducting inservice training of library personnel of public libraries in the Division. 19. To be responsible for organising library extension service such as seminar/symposium, book exhibition etc. 20. To liaison with other libraries, organisations and significant user groups for improvement of library services. 21. Any other duties assigned by the Chief Librarian (Director)".

284

285

The Committee fixed the charter of duties of the Librarian as stated below:

1. To assist Principal Librarian/Deputy Director, Senior Librarian in organisation and proper functioning of the Library.
2. To perform the duties of the Senior Librarian in his absence.
3. To be responsible for performing day to day technical work of the Library.
4. To be responsible for proper recording of Library materials.
5. To be responsible for conservation of Library materials.
6. To assist Principal Librarian/Senior Librarian for stock editing and stock-taking.
7. To be responsible for bibliographical organization of book and non-book materials.
8. To control and supervise service of reading rooms, stack areas and the book collection.
9. To supervise reference and research services.
10. To perform lending services including inter-library loan operation.
11. To be responsible for request services including preparation of bibliographies on request.
12. To be responsible for extension work such as booktalks and book-exhibitions etc. and
13. Any other duties assigned by the Principal Librarian/Senior Librarian.

The Report specified the functions of public libraries and public librarians in Bangladesh which was never done before. The Report's recommendations of appointment of persons with library science qualification in the libraries is an important step of stopping the present practice of appointment of any one having no professional qualification as librarian. The Report is a valuable one specially from the standpoint of the power and position of Central Public Library, Dhaka. Though it was named the Central Public Library, it had very limited power and control over other public libraries both government and non-government. It had also very limited control over the execution of development plans. As such the ministry which had no specialised staff or

officer, well-trained in librarianship, took care of library administration and library development resulting in slow process of development of libraries and librarianship in Bangladesh. This process of inactivities has been removed as a result of the conversion of the Central Public Library into Department of Public Library. The Department of Public Library by virtue of its increased power and position should be able to expedite the process of development of libraries in the right direction. The transfer of Bangladesh Parishad libraries and their assets to the Department of Central Public Library created the network of public libraries in Bangladesh. Now one can hope that Bangladesh, in near future will have a network of libraries and library service comparable to other developing countries of the world. The Report specified Department's broad functions which will if performed properly lead to the development of culture, research, librarianship and library services in the country. The specification of these functions showed the strong determination of the Govt. for rapid, smooth and easy development and administration of library and library services in the country. The charter of duties of Chief Librarian, Principal Librarian, Assistant Director, as stated in the Report are no doubt conducive to the development of library services. As a result of this revision the functions of each library personnel were specified. The specification of duties were never found and done before. This is important for determining their responsibilities. The duties were chartered mainly for the reorganisation of departments. As members of this Committee were all from administration and there was not a single librarian in the committee, specifications of duties were not based on professionalism. Professional and non-professional duties were not specified. In order to specify duties, the Committee used general terms

leading to repetition and overlapping of duties. As Professional duties were not properly emphasised in the Charter improvement of professional services in the library in future was not envisaged.

The Report suggested <sup>286</sup> curtailment of library personnel showing surplus of Taka 10,000. But it is difficult to understand that in one hand the report wanted development of libraries and on the other suggested curtailment of manpower which will result in unemployment and wastage of trained manpower.

Report of the Martial Law Committee on Organisational Set up; (Directorate of Archives and Libraries)

In the same year the Martial Law govt. also set up Martial Law Committee on organisational set up of the Directorate of Archives and Libraries under Sports and Culture Division. The Committee submitted a report which stated that the Directorate of Archives and Libraries, an attached Department under the Sports and Culture Division dealt with two national organisations namely: (1) The National Archives of Bangladesh and (ii) The National Library of Bangladesh. The objectives and the main features of the organisations were as follows:-

National Archives of Bangladesh:

After Liberation it was keenly felt by all quarters that a National Archives should be established, not only for the preservation of all permanent records and archives of the Government but also

286. Ibid.

287. Bangladesh. Report of the Martial Law committee on organisational set up phase II (Department/Directorate and other organisation under them). Volume XIV, (Sports and Culture Division) Part 2, Chapter II, (Directorate of Archives and Libraries) March 1983, Dhaka: CMLA Secretariat, 1983, p.1.



288  
for storing valuable documents of the liberation struggle. The committee observed that the Archives as the evidential documentation of the political, social, economic and cultural history of a country were quite distinct from other kinds of information materials. 289

### Functions

The functions of the National Archives according to the Report were:-

a. "Collection, preservation and maintenance of the non-current and permanently valuable records, documents and archives of the Government. b. Collection of private records owned by eminent persons, high government officials, educationists, technologists and social workers. c. Organise an effective records management system for various Government Departments and agencies including filing system, retention plans and temporary storage in Record Centres, Disposal schedules and standards for selection of records for permanent preservation. d. Acquire by purchase, donation, request, contact or otherwise or token loan of record, manuscript documents etc. for the preservation in the National Archives. e. Repair, rehabilitation and conservation of records and documents. f. Preparation of finding aids for the relevant agencies using the records and documents as well as for research scholars. g. Render reference services to the administrative agencies and the researchers. h. Compile National Register of Archives. i. Execute national Archival Legislation in order to ensure smooth records and archival management programme. j. Render reprographic services such as microfilming, photostating etc. for conservation and reference proposes. k. Assist and render advisory

---

288. Ibid., p.1.

289. Ibid.

services for the establishment of local and institutional archives. l. Cooperation with international organizations such as UNESCO, International Council on Archives and other Archival agencies. m. Cooperate with the Librarians and other related professional persons in the use of modern techniques of storage, conservation and retrieval. n. Organise and carry on professional training. o. Holding of public exhibitions or exposition of any class or description of public archives, private documents, manuscripts or printed materials deposited in the National Archives".<sup>290</sup>

For advising the government in regard to the archival policy there is a Historical Records Commission headed by the Secretary, Sports and Culture Division. The National Archives of Bangladesh is the Secretariat of the Commission.<sup>291</sup>

The National Archives of Bangladesh is the member of the International Council on Archives, an adjunct to UNESCO and also South West Asian Regional Branch of the International Council on Archives.

The functions of the National Library as per the Report were as follows:-

a. "Collection of books and publications printed in the country under the Copyright law. b. Maintain and develop a national collection of Library materials. c. Compile National Bibliography and provide other bibliographical services as required. d. Union Catalogue. e. Serve as an International Book Exchange Centre of the Country. f. Provide coordination and assistance to all Government departmental libraries. g. Render reference services to the teachers, students, Government departments and research scholars. h. Serve as National Documentation Centre."<sup>292</sup>

---

290. Ibid., p.6.

291. Ibid., p.2.

292. Ibid., p.3.

The Directorate<sup>293</sup> is currently housed in two separate places i.e. at 106, Central Road and 372, Elephant Road, Dhaka. To carry out the function of the Directorate of Archives and Libraries there was the sanction of 6 class-I officers and I Class-II officer along with 43 staff against which, there were 6 Class-I and I Class-II officers and 38 staff in position. The above mentioned officers and staff perform their functions of the National Archives and the National Library with the name of Directorate of Archives and Libraries.<sup>294</sup>

#### Work-Load

The National Archives is the Central depository<sup>295</sup> of all historical records and documents at the national level. It maintains liaison with all record creating agencies viz; Ministries/Divisions/Departments, field offices of all levels, of public records of historical value for their transfer to the National Archives for scientific preservation. Apart from the selection of public records, the preparation of disposal schedule, review and weeding of records are also the responsibility of the National Archives in collaboration with the creating agencies. The major responsibility of the National Archives is scientific preservation of records and documents of historical value. It includes repair, rehabilitation, fumigation, air-cleaning, lamination, temperature and humidity control, anti-fire and anti-theft measures, microfilming, photostating and photo-duplication. Its other functions are also rendering services to the public and Government departments as well as preparation and publication of National Register of Records, microfilming programme, reprographic service, exhibition of records and educational use of archives.

---

293. Ibid.

294. Ibid.

295. Ibid.

296

The National Library of Bangladesh is the depository of all published materials, one of which is deposited there under the existing book deposit regulations of Bangladesh. The main work is the acquisition of published books and periodicals under Copyright Law, processing, classification and cataloging of books, bibliographical services, enforcement of book deposit regulations, preparation of National Bibliography, current and retrospective, preparation of abstracts and indexes, other type of bibliographical control, International Book Exchange Centre, reading room facilities and reference services, Inter Library loans and national coordination of library services, repair and binding of books and library education and training.

297

The Department has already made progress in spite of the fact that it is housed in two separate temporary buildings with very limited staff. The National Archives has already acquired government records, old news papers, press clippings, old and rare books, census reports, election records and documents, assembly proceedings, old and current gazettes, old map etc. to the tune of 1,50,00 volumes. Historical record room will be transferred to the National Archives of Bangladesh for preservation and maintenance. Inventories of 80,000 volume of records of the Secretariat Record Room have so far been made by the staff of the National Archives of Bangladesh. The National Library of Bangladesh is currently engaged in the preparation of the Guide to the sources of Asian History relating to Bangladesh.

298

The Report further said that the National Library of Bangladesh already acquired 40,000 books and publications under the Copyright Law of the country. It already compiled the National Bibliography

299

---

296. Ibid., p.4.

297. Ibid.

298. Ibid.

299. Ibid.

upto 1979. It also compiled article index of daily newspapers, retrospective bibliographies etc. It maintains contact with those countries having bilateral agreements with our country relating to the exchange of publications. It is also rendering services to the readers, scholars and researchers with its existing limited facilities and resources.

300

The sanctioned strength of the Directorate of Archives and Libraries seemed to be rational in commensurate with the work-load. But the categories of the sanctioned strength have some anomaly. The committee, therefore, after careful examination of strength (category-wise), worked out a revised set up. The Report said that revised set up recommended by the Committee would bring down the sanctioned strength from 50 to 48 with consequential saving to the tune of Taka 10,000.00 approximately per annum.

According to the Report the following were the duties of the Director of Archives and Libraries.

301

a. To act as administrative head and is responsible for overall administration of the Directorate of Archives and Libraries. b. To act as an adviser to the administrative Ministry on technical matters and on formulation of policies concerning the Department. c. To act as Principal Accounting Officer of the Department within budget provision. d. To be responsible for the administration and execution of function of the Department as per Acts, Ordinance, Rules and Regulations and directives issued by the Government from time to time. e. To be responsible for proper functioning and discipline of the Department. f. To be responsible for appointing Class II, III

---

300. Ibid.

301. Ibid., p.9.

and IV employees of the Department as per existing procedure. g. To be responsible for issuing clear standing orders laying down the maximum extent of delegation of powers to the officer serving under him. h. To control and supervise the work of the Department. i. To represent the Department and where personal representation is not possible to select representative on his behalf. j. To be responsible for maintaining proper security measures of the Department. k. To perform overall duties of the nation's Keeper of Records. l. To enforce record management procedures of the Government. m. To project and preserve the historical records and documents transferred to National Archives. n. To examine any record in the custody of the Public offices. o. Subject to terms and conditions publish any public Archives for research and reference purposes. p. To provide facilities for research and reference. q. To acquire by purchase or donation any document, book which are likely to be of enduring national historical value. r. To act as Member-Secretary of the National Guide Committee of the National Historical source materials. s. To act as Member-Secretary of Historical Records Commission. t. To enforce rules of access and transfer of records. u. To perform overall duties of the National Librarian. v. Supervise the technical services and procedures of the National Library of Bangladesh such as the compilation of National Bibliography of Bangladesh and International Book Exchange Centre. w. To represent Bangladesh at the International Organisations for Archives, Library and documentation. x. Project Director for the Development of the National Archives and the National Library".

Deputy Director of Archives was directed to perform the following duties.:-  
302

"a. Contact with the record creating agencies such as Ministries/Divisions/Departments etc. in connection with transfer of records of ending value to the National Archives. b. Supervision of the work of review, appraisal and also preparation of the disposal schedules of records. c. Arrangement for the acquisition of records in the National Archives. d. Supervision over the repair and preservation of the records and historical documents. e. Preparation of lists of records, archival guides and indexes. f. Arrangement of archival training. g. Arrangement for exhibition and educational use of archives. h. Supervision of the stack areas. i. Assist the Director in the implementation of the Development Projects and other policy works of the Department."

303

Duties of Assistant Director of Libraries are:-

"a. Acquisition of books for the National Library of Bangladesh other than Copyright Act. b. International Book Exchange. c. Preservation and binding of books in the National Library. d. Perform the duties of the general administration in the absence of the Administrative Officer. e. To supervise the technical work of the library staff. f. Assist the Director in the implementation of the Development Project."

304

The duties of Bibliographers are:-

a. Bibliographical services and enforcement of Copyright Law. b. Acquisition of books and publications under Copyright Act. c. Preparation of the National, current, retrospective bibliographies, Abstracts, Indexes and other types of bibliographical control. d. Contact with the publishers. e. Editing the Bibliographies. f. Pre-

303. Ibid.

304. Ibid., p.11.

paration of all Bibliographical tools. g. Proof reading. h. Drawing and Disburing. Duties of Junior Microfilming and Photostating Officer are: a. Selection of records and documents to be microfilmed for preservation. b. Microfilming and photostating of important records and documents. c. Supervision of the microfilming laboratory and also dark room facilities. d. Preservation of films.

Comments:

The Martial Committee on organisational set up on Directorate of Archives and Libraries worked without any specific terms of reference. It reviewed and identified the functions of National Library and National Archives. The charter of duties of each officer of the Directorate of Archives and Libraries were specified and revised. After observation the committee thought that the present sanctioned strength of Directorate of Archives and Libraries were rational with the work-load. But the categories of sanctioned strength according to the Report had some anomaly which is not clearly stated in the Report. As such the recommendation of the committee for bringing down the sanctioned strength from 50 to 48 with consequential saving of Taka 10,000.00 approximately per annum had not been very reasonable and rational. These two officers without showing surplus could profitably be absorbed in developing and running some branches of these organisation which have immense scope of development.

The Report pinpointed the charter of duties of the Director, Deputy Director and other officers of the Directorate in such a careful way that proper observance of these duties will lead the Directorate prosper and develop day by day. But the question remains: how far these revised duties will carefully be performed by the officers.



It can be said that the Report is a wellthought, wellorganised and wellwritten with sufficient care and attention looking towards the future development of the Directorate. But the Report lacks in respect of any specific development plan. It seemed that Committee was mainly busy in specifying the revised charter of duties of officers and finding out means of reducing staff strength.

Library Development Committee (Ahmad Husain's Committee 1983)

The Sports and Culture Division, Chief Martial Law Administrator's Secretariate, Govt. of the People's Republic of Bangladesh constituted  
305  
another revised committee with the following members as per Govt. order No. LB/IL-11/83/403(9)-Sorkari-dated 5.9.83.

- |    |  |          |
|----|--|----------|
| 1. | Mr. Ahmad Hussain,<br>Retired O.S.D. (Library Development)<br>D.P.I. Office.                                   | Convenor |
| 2. | Dr.K.M.Karim<br>Director<br>Directorate of Archives and Libraries<br>Dhaka.                                    | Member   |
| 3. | Professor Dr. Abdul Momen Chowdhury<br>Acting Librarian, Dhaka University.                                     | Member   |
| 4. | Mr.Abu Bakr Siddique<br>Librarian(Incharge), Bangladesh University<br>of Engineering and Technology,<br>Dhaka. | Member   |
| 5. | Mr.Serwar Hossain (Researcher)<br>Chairman, Dept. of Library Science,<br>University of Dhaka.                  | Member   |
| 6. | Mr.Abdur Razzaque<br>Deputy Director,<br>Bangla Academy (Library)<br>Dhaka.                                    | Member   |

---

305. Government Order No.LB-IL-11/83/403(9)-Senkri dated 5.9.83 issued by the Sports and Culture Division, Chief Martial Law Administrator's Secretariat, Dhaka.

7. Syed Azizur Rahman  
Dy. Director,  
Bangladesh Central Public Library,  
Dhaka. Member-Secretary

8. The terms of reference of the Committee were to discuss, evaluate, investigate and recommend on the following:-

(i) Problems of Bangladesh Central Public Library, other govt. Public Libraries of the country, Copyright Office, Archives and other libraries; (ii) Finding out whether Bangladesh Central Public Library, other Public Libraries of country and other institutions which were doing similar works (e.g. Copyright office, Archives and libraries) could be amalgamated and brought under greater Central public Library Directorate or not; (iii) Recommending ways and means for establishing efficient Library Service in the country; (iv) Finding out solutions to the problems of Central Public Library and other libraries considering the economic conditions of the country; (v) Recommending for development of libraries in Bangladesh keeping in view the prevailing conditions, circumstances and factors; and (vi) Recommending for an ideal public library system in view of limited resources of the govt. (vii) Considering and recommending for lending of books of defunct Bangladesh Parishad.

The Report was to be submitted within two months from the date of the issue of the then Govt. order.

The problems identified were important. No meeting of the Committee was held. The Committee was dissolved after Mr. Ahmad Husain declined to work in writing. Subsequently a new committee with Dr.K.M.

---

306. Ibid.

307. Letter filed in file No.LB/IL-11/83 maintained with Sports and culture Division, Chief Martial Law Administrator's Secretariat, Dhaka.

Karim, Mr. Serwar Hossain and Syed Azizur Rahman was formed, which made very useful recommendations for the development of public libraries, national library and the copyright office in Bangladesh.

Report of the Committee on public libraries and Archives 1983

A Committee comprising of Dr.K.M.Karim, Director, Directorate of Archives and Libraries (Convenor), Messrs. Serwar Hossain, Chairman, Department of Library Science (researcher), University of Dhaka (Member) and Syed Azizur Rahman, Deputy Director, Bangladesh Central Public Library, Dhaka(Member-Secretary) was constituted as per Sports and Culture Division's order bearing No. LB/IL-II/83/449(3)-Sonkri dated 28.9.83. Mr.S.S.M.A. Khorasani, Assistant Director, Bangladesh Central Public Library, Dhaka along with others acted as observers. 308

The terms of reference of the Committee were as follows:-

1. "To explore possibilities of setting up a National Apex Organisation in the shape of Greater Central Public Library Directorate by amalgamation of Bangladesh Central Public Library, Dhaka, all other public libraries, National Library and National Archives, Copyright Office and also other organisations having similar activities. 2. To give expert opinion for evolving a suitable and effective library service throughout the country; and 3. To identify the problems of Government and other public libraries and make recommendations for their solution after due consideration keeping in view the limitations of government funds". 309

---

208. File of Ministry of Education: No. LB/IL-II/83 maintained with the Cultural Affairs Division.

309. Report of the Committee on Libraries and Archives, pp. 1-2.

The Committee held series of meetings, examined various documents, papers, reports and information materials. Specialists in this field were also consulted and invited as observers in its meetings as far as practicable within the limited time at the disposal of the committee.

All the terms of reference were taken into consideration but due to lack of proper survey of non-govt. public libraries, which could not be done within this very short span of time, the committee could not make recommendations regarding those in this report. Considering their number and non-availability of proper data, a separate country-wide survey was required to be arranged for making any such recommendation.

#### Observation

The committee observed with satisfaction that countrywide library service was introduced through the timely amalgamation of Bangladesh Central Public Library and defunct Bangladesh Parishad, which already had its branches in each division, District and Sub-divisional headquarters. It was for this reason that the Parker Report made a recommendation for inclusion of Bangladesh Parishad in the country's public library system observing "... that the Parishad libraries represent the nearest approach to a nation-wide public library network which exists in Bangladesh" and "the only organised library system serving the general public is that administered by the Bangladesh Parishad".<sup>310</sup> The Committee submitted a report which was the result of extensive and thorough evaluation, examination and exploration of the area, scope and possibilities of the organisations namely. 1. Bangladesh Central

---

310. Parker, J.S. Bangladesh Public Library Survey, Vol. I, Both Avon, 1979, p.47.

311

Public Library, Dhaka, 2. National Library of Bangladesh, Dhaka.

3. National Archives of Bangladesh, Dhaka. 4. Copyright Office, Dhaka.

The committee examined the library and archives situation in the Third World Developing countries. It observed that in the countries like Sri Lanka, India, Pakistan, Malaysia, Singapore, Thailand, Indonesia, the National Library, the national archive and the public libraries were functioning in their respective spheres. The UNESCO also gave guidelines to the member states for making legislative framework of the establishment of above mentioned institutions so that they could perform their respective functions smoothly in their own spheres.

The committee very carefully examined all the terms of references and found that in order to develop library system and archives in the country, these organisations should retain their existing separate identities and should be given more facilities to develop within their structures. It was coordination and not amalgamation which was necessary for improving further the existing library system and archival activities in the country.

The committee thus came to the conclusion that these organisations such as Bangladesh Central Public Library, which already undergone a process of amalgamation, national library and archives, copyright office etc. should be developed within their own structures. Amalgamation of these organisation would rather jeopardise the growth and development of these organisations curbing their ever-increasing

---

311. Bangladesh. Report of the Martial Law Committee on organisational set up: phase II (Department/Directorate and other organisation under them): Vol. XIV, Part 3 (Sports and culture Divn), Chapter VI (Dept. of Public library, Dhaka: CML's Secretariate, 1983, p.1.

area of activities. This would ultimately have an adverse effect on the cultural trend of the country and will minimise the chances of greater liaison with similar international agencies.

Furthermore, the committee remarked that creating a Greater Central Public Library Directorate, more precisely, Directorate-General, as an Apex organisation and controlling office of all these organisations would in no way minimise expenditure in accordance with the need of the Govt. but only invite extra financial involvement.<sup>312</sup>

In view of the situation arising out of the amalgamation of all branches, assets and functions of defunct Bangladesh Parishad with those of Bangladesh Central public library and other Govt. public libraries, the committee recommended with justification for adequate increase in the manpower at all levels of Bangladesh Central public library (Department of Public Library).

Considering the inadequacy of number of books particularly in the District and Sub-Divisional Public Libraries, the committee recommended for adequate provision of funds for reasonable increase of the stock of books, furniture and other accessories in these libraries.

The committee recommended for providing adequate training facilities inside the country and abroad for improving professional competence of the officers and staff engaged in library and archival services. For that reason, the committee recommended the setting up of a permanent training institute named "Government Institute of Librarianship" for imparting six months training courses in librarianship with the resource persons of the Department of library science, University of Dhaka, Directorate of Archives and Libraries and Bangladesh Central Public Library, Dhaka, leading to certification for

library personnel of government and Government aided public libraries and other libraries of the country and necessary funds for the purpose. The committee recommended that the designations of officers should be retained as per approved projects of Bangladesh Central public library and divisional public libraries at Chittagong, Khulna and Rajshahi. The committee recommended that "The officers and employees (Public libraries under the Sports and culture division) Recruitment Rules, 1983" be kept in abeyance till reexamination and revision of the said recruitment rules in the light of amalgamation of now defunct Bangladesh Parishad with those of Bangladesh Central Public Library.

The committee noted with dismay that despite framing of policies and printing of necessary accessories for the introduction in the Bangladesh Central public library of lending services, it was not introduced. The committee therefore recommended for the immediate introduction of lending service in Bangladesh Central public library and other divisional Govt. public libraries.

Assessing the everincreasing demands for reading materials in the fast expanding capital city and its population, the committee recommended the reopening of two sub-centres at Mohammadpur and Armanitola of defunct Bangladesh Parishad as branches of Bangladesh Central public library.

The committee also recommended the reopening of Bangladesh Parishad regional centre at Comilla and Mymenshingh as public libraries with the assests left by the defunct Bangladesh Parishad in view of the importance of the two district headquarters in the cultural and academic fields and growing public demands for their reopening. In line with government's policy of decentralisation and development

of Thanas into Upazilas, the Committee recommended the extension of public library service upto upazilla level. In view of the observations the committee recommended <sup>That</sup> for a proper survey of non-govt. public libraries, Sufficient time should, however, be allowed and resources provided for undertaking this survey in accordance with the terms of reference.<sup>313</sup>

The committee on public libraries and archives was an expert committee for exploring the possibilities of setting up a national apex organisation in the shape of Greater Central Public Library Directorate by amalgamation of Bangladesh Central Public Library, Dhaka, all other public libraries, National Library, National Archives, Copyright Office and also other organisations having similar activities, for giving expert opinion for evolving a suitable and effective library service throughout the country, for identifying the problems of govt. and other public libraries and for making recommendation for their solution keeping in view the limitation of government funds.

The committee observed that a countrywide library service has been introduced through the timely amalgamation of Central Public Library and defunct Bangladesh Parishad which already had its branches in each Division, District and Sub-divisional headquarters.

The committee thoroughly observed and identified the functions and responsibilities of each of the organisations in question and considered it necessary to maintain a separate identity for each of them for helping them grow and faster within their respective spheres. The committee's observations were accurate. Its recommendations were sound and full of farreaching effects. The committee



rather acted in accordance with the present day tendency of decentralisation and specialisation.

One of the terms of reference of the committee was to give expert opinion for evolving a suitable and effective library service throughout the country. But the committee did not put emphasis on this term of reference. It rather diverted its close attention to the problems of public library and their solution. The problems identified as per the terms of reference and solution suggested were so meagre and numbered that many important and pressing problems like public library services specially in removing illiteracy from the country were ignored. Increase in number of staff, books and other facilities are no doubt important and required for better service. But mere increase of all these facilities is not enough if the spirit of library service is lacking. What is most noticeable in our libraries is that library staff here does not take librarianship as a service for the sake of service. The library personnel must be imbued with the spirit of service for the sake of service. Bangladesh requires dedicated librarians like S.R. Ranganathan and others.

Due to absence of sufficient data about non-government public libraries, the committee could not identify the problems and their corresponding solution. In spite of shortcomings, gaps and lapses in the committee, its fundamental importance lied in its conclusion that the organisation such as Central Public Library which already underwent a process of amalgamation, National Library and Archives, Copyright office etc. should be developed within their own structures. It further concluded that amalgamation of these organisations would rather jeopardise the growth and development of these organisations curbing their everincreasing area of activities. Another noticeable aspect of this Report was that the committee recommended for arranging in-service training inside and outside Bangladesh. It will not be out

of place to mention here that the neighbouring country like India, can help us in imparting training in librarianship to our professional, para-professional and sub-professionals working in libraries of Bangladesh.

#### Academic Library Development

It was observed that during Pakistan Rule from 1947-71, though potentials of academic library development<sup>was</sup> emphasised in different Five Year Plans, education commission reports etc. yet no planned project or scheme was formulated for development of the same. In the same way during the Bangladesh times, the potentials of academic libraries were no less emphasised in different commissions/committee reports/ seminar reports but no National scheme was formulated or adopted for the planned development of academic libraries in Bangladesh. The development of the university libraries from 1947 was thus the responsibility of the university concerned. The libraries in the universities were developed with development process of the universities. Govt. gave grants to universities. Portions of those grants were utilised by the universities for the development of libraries. Similarly there was no formulation of any National scheme for the college libraries both Govt. and non Govt. Govt. gave annual grants to some colleges for development of libraries. These grants were in most of the cases for the purchase of books. In the same way there was no national plan for the development of school libraries but govt. gave them annual grants for purchase of books only. The academic librarians also did not do any thing significant for formulation of national plan for their development. The Library Association were also not so much concerned with such planning.

Though there was no any national plans for the development of the academic libraries, some sort of development though not adequate to the needs were occasionally made in some cases during the last three decades. Overall situation in the form of charts is presented for easy understanding. By the end of December 1983, there were 677 Colleges in Bangladesh. These are divided into government and non-government. Number of govt. Colleges was 143. The number of non-government Colleges was 534. The number of students and standard of these Colleges are given below:-

Nature	Number	Management		Government		Non-Govt.		Student number	Teacher number
		Govt.	Private	Higher Secondary	Degree	Higher Secondary	Degree		
General	661	99	512	3	273	96	239	420,000	12,551
Teachers training	10	10	-	-	10	-	-	3134	204
Agriculture.	2	2	-	-	2	-	-	515	85
Medical	8 collage. 1 Dental college	9	-	-	9	-	-	-	-
Engineering	Poly-Tech 17 Egg.Coll. 4	21	-	17	4	-	-	19432 1902	752 154
Law	22	-	22	-	-	-	22	-	-
Leather technology	1	1	-	-	1	-	-	84	17
Textile	1	1	-	-	1	-	-	405	22
Total	677	143	534	20	300	96	261		

Among the 99 govt. general colleges, 10 were university colleges, 14 were Honours and post graduate college, 62 were Degree colleges and three were Higher Secondary Colleges. The position of Library in ten university colleges are stated in the following chart:

1	2	3	4	5	6	7
University College	Average of Students	Average of teachers	Average of area	Average of per head space of 20% students	Average of no. of books	Average of no. of books generally used
10	4000	105	3000 sq. ft.	3.7 sft.	17,000	10,000

8	9	10	11	12	13
Average of books per head.	Average of no. librarian	Average of no. Asst. Lib.	Average of cataloguer grade 1	Average of cataloguer	Average of Assistants
2.7	1.5	.5	.4	.3	1

14	15	16
Average of class IV employees	Average of Annual Govt. grant.	Average of per head grant.
2	8,000	Tk. 2/00

Libraries in 24 govt. colleges having the scope of teaching Honours were also deplorable. The following chart will show the real picture about these libraries.

1	2	3	4	5	6
Average of student	Average of teachers	Average of area	Average of per head space of 20% students	Average of books	Average of books generally used
1700	65	2700 sqf.	7 sqf.	12,500	7,000
7	8	9	10	11	
Average of Librarian	Average of Asstt. Librarian	Average of Cataloguer	Average of Asstt.	Average of Class IV employees	
.35	.30	.15	1	1.2	
12	13	14			
Average of annual grant	Average of per head annual gragt	Average of books per pead			
6,000/00	3.50	4.12			

The deployable position of 65 govt. degree colleges libraries are stated in the following chart:-

## Dhaka University Institutional Repository

1	2	3	4	5	6
Average no. of student	Average teacher	Average Area	Average area of per student 20%	Average of number of books	Average of books generally used
900	37	800 sft.	4.4 sft.	3000	2000
7	8	9	10		
Average of Librarian	Average of Asstt. librarian	Average of cataloguer	Average of Library Asstt.		
.20	.21	.10	.15		
11	12	13	14		
Average of Class IV employees	Average of annual grant	Average of per head annual grant.	Average of number of books.		
1.2	3,000/-	3/00	2.2		

Number of books shown in the Accession Registrars of the above libraries was not available in the library. There was no list of books lost. There was no provision of weeding. With the introduction of Bengali as the medium of instruction many books written in English were not at all used. So the number of books actually used was very small in the libraries.

There were 512 private colleges in Bangladesh. There were no libraries in the true sense of the term in 90% of these colleges. The rest 10% college libraries were also in pitiable condition. This picture is stated below:-

No. colleges	Average No. students.	Average No. Teachers	Average area of libraries	Average space per head	Average number of books	Average of No. of books per head	Average of No. of efficient worker in the library
Higher Secondary 273	500	20	150 sft.	.4 sft.	600	1.2	.01
Degree 239	700	27	300 sft.	.5 sft.	1,000	1.4	.08

Libraries of ten teachers training college were not generally very used. Their picture is given below:-

1 No Institution	2 Average of students	3 Average of teachers	4 Average of space	5 Average of space per head.	6 Average of books.
10	288	15	1200 sft.	4.16 sft.	7,200

7 Average of books used	8 Average of books per head	9 Average of librarian	10 Average of employees
4,000	1	1	.8

## Dhaka University Institutional Repository

The library situation of different types and grades of college libraries are stated in the foregoing charts; Their consolidated position is again being shown below:

Ins- titu- tion.	Avera- ge stu- dents.	Ave- rage tea- chers	Ave- rage Lib. Area	Ave- rage per head space	Ave- rage no. books	Ave- rage no.of books per head	Ave- rage fina- ncial grant	Ave- rage exp- ture per stu- dent	Ave- rage of lib- rar- ian.	Ave- rage Asst. Lib- rar- ian.	Ave- rage cata- logu- er.	Ave- rage asst. cl- ass	Ave- rage cl- ass IV em- plo- yee.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Govt. Univer- sity colle- ges.	4000	105	3000 sft.	3.7 sft.	10,000	2.5	8,000/-	2.00	.5	.5	.4	1	2
Degree Hons.	2700	65	2800 sft.	4.4	2,000	2	3,000/-	3.00	.27	.21	.10	.15	1.20
Degree	900	37	800 sft.	4.4	2,000	2	3,000	3.00	.27	.21	.10	.15	1.20
Non- Govt. Degree	700	27	300 sft.	2.3	1,000	1.4	1,000/-	1.42	.05	.02	-	.03	1
Higher Sec- ondary	500	20	150 sft.	.3	600	1.2	700/-	1.4	.02	-	-	-	1
Teach- er edu- cation	288	15	1200 sft.	4.6	4,000	13.8	500/-	17.36	1	-	-	-	-

Source: Questionnaires circulated, College Library/Report 1981 (Shafiqur Rahman Choudhury, Librarian, Titumir College), College Library Survey Report 1982 (Directorate of Education, Govt. of Bangladesh), Library Survey Report 1984 (Bangladesh Library Association), personal discussion with Mr. Shafiqur Rahman Choudhury, Librarian, Govt. Titumir College, Dhaka, and Annual conference and National Seminar, 1985 sponsored by the Library Association of Bangladesh.



The analysis of the aforementioned charts portrayed that the condition of libraries of colleges were extremely deplorable. Ninety per cent of college libraries had no separate building. These were situated in one or two rooms of the college building. The environment of the library with no adequate air and light was extremely unhygienic and detracting. Torn and worn out books along with new books were locked in almirahs. As there was no rule of weeding, these old and useless books were always found in the list. In 98% of libraries there were no adequate number<sup>of</sup> textbooks according to the number of students. Annual grants for purchase of new books was also quite insufficient. It was not possible to buy any book of college level at a cost of less than taka ten on average. But government grant per year for colleges with 1500 students was only six thousand takas. There was no provision for purchase of journals in 97% of college libraries. These libraries had no modern furniture and equipment. 90% of college libraries had old fashioned big tables, glass front locked almirahs and broken chairs. There were no library tools. No card catalogue was used in these libraries.

Among the ninety-nine colleges there were posts of class I librarian only in thirty one libraries. Only 17 posts were filled in upto 1983. The rest of posts were lying vacant for last 8 years. Number of Professional and para professional employees were inadequate. There were no librarian, book binder, cataloguer in 90% college libraries. In order to manage libraries of colleges having students upto 1500, there was the minimum requirement of one librarian, one asst. librarian, one cataloguer, one library assistant, one book binder and two class IV employees. But even in the university college libraries these staff was not available. There was no provision for promotion of librarians and library staff in these colleges.

The position of university libraries were better than that of college libraries. The university library situation as available from the reputed printed sources is stated below:-

1	2	3	4	5
Name of University.	Number of books	Number of teachers.	Number of students	Average of books per student.
Dhaka University	422,009 Vol. 30,000 MSS 408 foreign journals	850	21,412	19.7
Jahangir nagar University	42,000	153	1570	26.7
Chittagong University	106,178	85	10,983	9.6
Bangladesh Agricultural University.	112,000 vols. 485 current periodicals	380	3,543	31.3
Rajshahi University	180,737 vols	369	10,223	17.5
Bangladesh University of Engineering & Technology.	72,500 vols	275	2,641	27.4

Source:- The World of Learning 1983-84, pp. 114-117.

Commonwealth Universities Year Book 1984, Vol., A-B. pp. 167-211.

The scene of university library development though better than that of other academic libraries, is in no way satisfactory in respect of service, collection, modern equipment, and etc. In no library there was the post of Research Librarian and Reference Librarian.

The school library situation in spite of recommendations for development in the National Education Commissions and Committee reports both during Pakistan Rule and Bangladesh is still deplorable. It will not be absolutely false if it is stated that there is no school library service. Its necessary development in near future is also doubtful.

There are about 125 special libraries in Bangladesh, most of these are attached to the government departments, autonomous bodies, learned societies and research institutes. They are established, organized and administered by their parent organizations to meet specific information requirements. Some libraries in the field of science and social science are quite large, better organized and well equipped and these are attached to institutes and departments and mainly localised in Dhaka. A large number of libraries were originated after the Emergence of Bangladesh. The progress of many special libraries is not satisfactory due to lack of proper attention of the authority. However there are some useful libraries such as Bangladesh Institute of Development Studies, Bangladesh Academy for Rural Development, Bangladesh Council of Scientific and Industrial Research, Bangladesh Agricultural Research Council, Bangladesh Bank, Bangladesh Small and Cottage Industries Corporation, Public Administration Training Centre, Institute of Business Administration, Institute of Bangladesh Studies, Atomic Energy Centre, Export Promotion Bureau, Bangladesh Planning Commission, Ministry of Foreign Affairs, Ministry of Agriculture and National Assembly.

Most of the special libraries are of traditional type and they are mostly book oriented. Books, periodicals and other documents are not processed in the modern ways. The technical processing of information and providing different information products and services such as indexing, abstracting, current awareness, cooperative information and retrospective search are not satisfactory. They have no link with the international information systems namely INIS, AGRIS, DEVSIS, POPIN, etc.

In Chapter Four it was pointed out that library development planning during Pakistan period was not upto the expectation. After the emergence of Bangladesh, Government and library experts no doubt paid attention for the development of libraries. Govt.-sponsored Five Year Plans made so many provisions for the development of libraries. The National Education Commission had one separate and exclusive chapter on the library development. The Martial Law Committee- "Eaam Committee" Report gave new direction towards the development of net-work of public libraries and library service by amalgamating the Bangladesh Parishad with the govt. public library system. The govt. later constituted committees one after another for finding out solution of problems for improvement of library services. Of the three committees, Professor Dr. Kazi Din Muhammad's committee was very important and the last one i.e. Dr.Karim's Committee gave a valuable report for the efficient functioning of library system in the country.

Among all the recommendations stated earlier the recommendations for the establishment of Mosque-based libraries and Thana Public library-cum-Auditorium are unique in the history of the library development of the country. In the meantime about 5000 Mosque-based libraries initiated and sponsored by the Islamic Foundation were started.

Like the Pakistan Rule, even in Bangladesh, library development planning were inconsistent, incoherent, and full of gaps, lapses, and deficiencies. One plan had no link with preceding ones. In the preparation of Report the preceding plans were not considered. Every development plan was a 'peacemeal plan'. Like Pakistan period, Bangladesh Govt. also did not create Library Commission. Library Development was lying in the hands of bureacrats. So its speed was

as slow as possible. Though foundation of the infra-structure of the network of public libraries<sup>w<sub>2</sub></sup> laid with the merger of Bangladesh Parishad with public libraries yet its success is far beyond. Its success depends upon comprehensive, and detailed planning and dedication.

It is true that library development planning were defective but whatever plans were envisaged and framed, if fully implemented, the scene of libraries and library services would have been much improved if there were favourable political, socio-economic<sup>and</sup> financial situation in the country. Unfortunately library development in the country could not get full support from the library associations. The library Associations did not do anything so great and tangible for professional development.

The lack of proper status of libraries and librarians, lack of library oriented education, lack of reading habit, lack of library development agency, mass illiteracy, apathy of the politicians, and social leaders, lack of mass participation, frequent change of govt. with change of policies, corruption etc. contributed unfavourably towards the implementation of the plans and schemes resulting in retarded, slow and twisted development. It is surprising that the above mentioned schemes and plans like those made during Pakistan period failed to put emphasis on college, university and special libraries and they limited their thoughts and action on public libraries and national libraries. The establishment of National library was a matter of theoretical discussion and controversies during 24 years of Pakistan period. However after the emergence of Bangladesh that problem was solved and a final project was taken up for the establishment of National Library in Dhaka and the same was in the process of implementation. The rehabilitations of the Central public library and the establishment/development of Divisional Public Libraries was completed.

We have so far discussed the development activities/Plan for development of libraries of all types in Bangladesh from its emergence. But before finishing this Chapter it is worth-while to discuss in nutshell the machinery behind processing each and every recommendation/proposal into projects/schemes for execution. As such we must say a few sentences on the planning machineries as discussed below:-

#### Planning Machinery in Bangladesh

314

Planning had a long history in pre-independence Bangladesh. The Pakistan Planning Commission came to occupy an important place in economic decision making in Pakistan. Its status and importance was indicated by the fact that the President of Pakistan himself was the Chairman of the Planning Commission. The leadership in Bangladesh ~~xxxx~~ remembered that the Pakistan Planning Commission had played an important advisory role in deciding the allocation of investment resources between East and West Pakistan. In the mid-1950s the Awami League had been briefly in power in the provincial government of Pakistan. It was then that a provincial Planning Board was established. It was seen as an important instrument for formulating investment programmes and for negotiating with the central government of Pakistan for an adequate share of the financial resources available to be used for the development of East Pakistan. The Board undertook the task of appraising and evaluating East Pakistan development project which fell below a certain size. Thus, in the light of its historical experience, the political

---

314. Waterston, Albert. Planning in Pakistan, Baltimore: Economic Development Institute-International Bank for Reconstruction and Development, The Johns Hopkins Press, 1963. pages varies.

315. Ibid., p.77.

316. Ibid., pp. 27-28.

leadership was generally aware of the need to establish a planning machinery in Bangladesh. In fact, the Planning Commission which was established in January 1972, had its embryonic start, at least conceptually if not in the full operational sense, in the Planning Board which was established in the Mujibnagar Government, that is the government-in-exile which was established in India during the war of independence. The Planning Cell established during the war of liberation was mainly concerned with formulating a programme, both physical and financial, of reconstruction and rehabilitation of the economy of post-independence Bangladesh. One of the first tasks of the Prime Minister, on his return from prison in Pakistan to head the new Government of Bangladesh, was to establish the Planning Commission and to appoint the Deputy Chairman and member of the Commission, who were asked to work out the organisational structure and the functions of the Planning Commission.

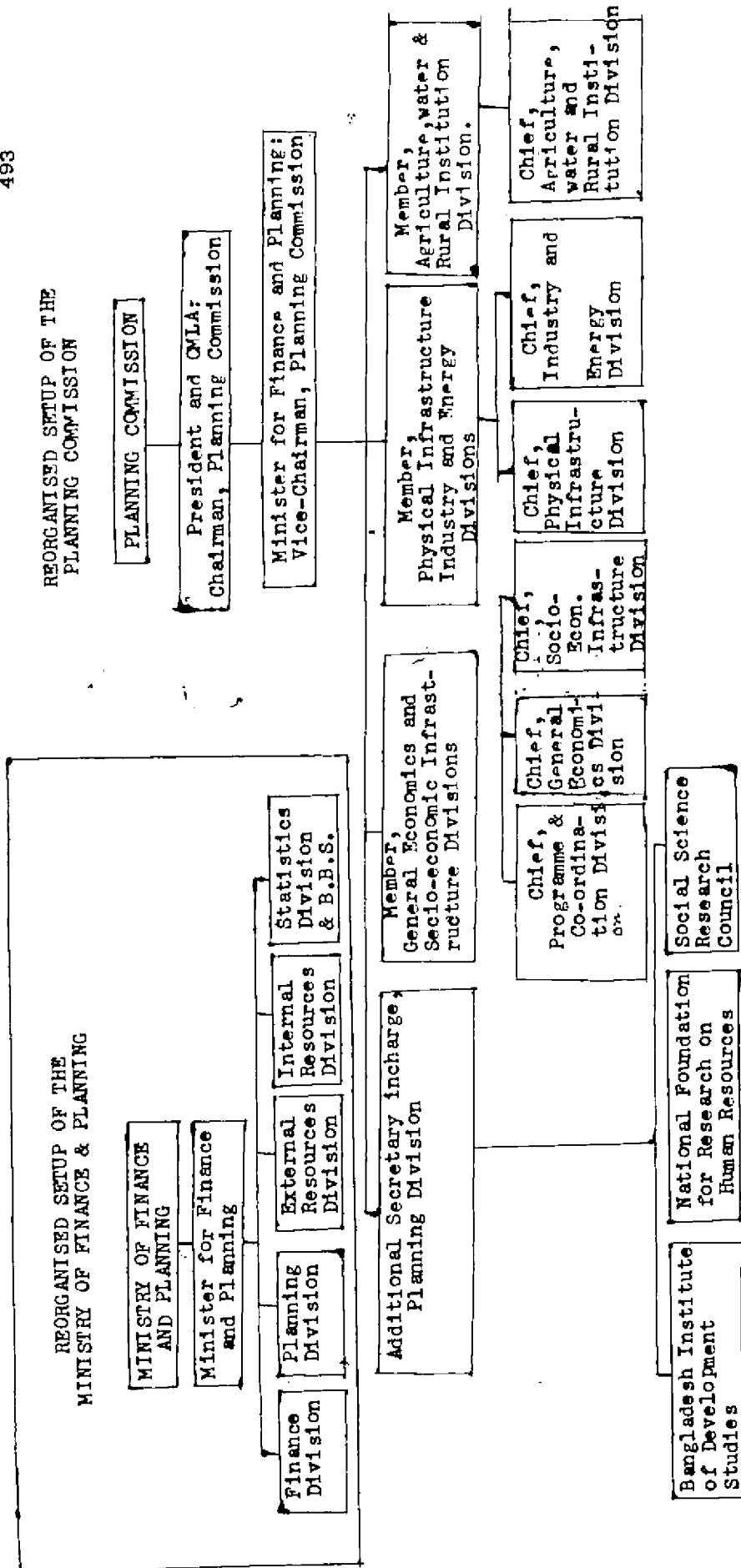
One of the most important functions of the Planning Commission was to prepare the annual and long-term plans including the 5-year and prespective plans. It was to be a Central Agency for co-ordination of economic policies, both short and long term, which were to be undertaken by various ministries. The Govt. created National Economic

- 
317. Islam, Nurul. Development Planning in Bangladesh-~~xxxxxxx~~  
A study in Political Economy, University Press Limited, 1979,  
 p.40.
318. Muhit, A.M.A. Bangladesh-Emergence of a Nation, Dacca: Bangladesh Books International Limited, 1978, pp. 256-258. The Board was headed by Prof. Dr. Muzaffar Ahmed Choudhury, ex. Vice-Chancellor of the University of Dacca. Other members of the Board were Prof. Masharraf Hosain of Rajshahi University, Professor Sarwar Murshed Khan, Prof. Anisur Rahman etc.
319. Ibid.
320. "Organisation of the Bangladesh Planning Commission" a circular issued by the cabinet Division, Ministry of Cabinet Affairs, Govt. of Bangladesh. See also Alamgir, Muhiuddin. Development Strategy for Bangladesh, Dacca University: Centre for Social Studies 1980, p.66.



Council (NEC) consisting of the main economic ministry of the cabinet and headed by the Prime Minister to serve as economic mini-cabinet for deliberation of economic policy issues and for the approval of the development project. The Planning Commission was to serve as its secretariat for major economic policy questions and for initiating the appraisal of development project and programmes by the NEC. There were 10 divisions in the Planning Commission each headed by a Chief, enjoining the status of the Secretary of the Govt. of Bangladesh. The Planning Commission was not immune from interservice rivalries and conflicts existing elsewhere in the administration. It suffered from shortage of staff right from 1971 to 1982. This was specially acute in the case of the social sectors. One of the important demerits of the Planning Commission was that the likes and dislikes as well as trust and confidence of the Prime Minister played the most important role in shaping the course events in the process of development. As a result development was not harmonious in all sectors causing misuse of resources.

The present Martial Law Govt. reorganised the set up of the Planning Commission as stated in the following chart. The Ministry of Planning has been merged with the Ministry of Finance for better coordination and implementation of all development programmes.



CHAPTER: SIX

PROFESSIONAL ASSOCIATIONS AND  
LIBRARY PLANNING

Professional associations and library planning

The Pakistan Library Association formed in 1954 organized its first annual Conference in Karachi in 1958.<sup>1</sup> The Conference stressed the need for improving the library conditions in the country by involving the assistance of the government as well as the general public, and enlisting the support of the educationists and the philanthropists. Imbued with the spirit of self-help, the librarians met for the Second Conference in Peshawar in 1959, which was more realistic in its approach to the problems confronting the profession. The Conference recommended for undertaking a survey so that a phased programme of library development in Pakistan could be drawn up. This Conference also emphasised the need for publication of a library journal and bringing about the affiliation of regional associations to the national organization.<sup>2</sup>

The Third Conference held in Dacca in 1960 was a landmark in the history of the Association in as much as the Association succeeded in bringing all the regional associations together.

The East Pakistan (now Bangladesh) Library Association had its first Conference jointly with the Third Annual Conference of the Pakistan Library Association (PLA) between December 24-28, 1960 in Dhaka. This conference suggested the following development progra-

---

1. Pakistan Library Association. Proceedings of the 4th Annual Conference: December 26-28, 1961, Lahore: Pakistan Library Association, 1962, p. 5.

2. Ibid.

3

mmes:- '1. Establishment of two branches of National Book Centres- one in Dacca and the other in Karachi. (2) Simplifying the procedure of licence, release of foreign exchange and relaxation of customs regulations in favour of books, journals and educational aids in the interest of education and scholarship. (3) Appointment of Library Committee of experts composed of educationists, librarians and social scientists for formulating the national policy of public library development in the country and advising govt. on the implementation of such a policy. (4) Adoption of pilot public library project in Pakistan with the help of UNESCO. (5) Organisation of Groups of Friends of Libraries at important units of Pakistan for creating awareness of and support for libraries and also for collecting funds, books and equipment for improvement and expansion of existing libraries. (6) Organising a National Library Week at a suitable time every year in order to promote library services in the country. (7) Immediate establishment of National Library on a sound footing with a strong Bibliographical Unit. (8) Establishment of full-fledged Department of Library Science in each university. (9) Improvement of libraries in educational institutions. (10) Offering the position of Professor to the Librarian of the University Library. (11) Establishing two Bibliographic Units, One in Central Public Library, Dacca and the other in the Punjab Library, Lahore. (12) Appointment of a Committee to formulate standard specifications for libraries in schools and colleges in regard to their stock, physical conditions, reader accommodation, opening hours and so on. (13) Appointment of a Committee for the preparation of a workable adaptation of the Dewey Decimal Classification system relating to

---

3. Mirdah, Abdur Rahman. "Fourteen years of Librarianship in East Pakistan, 1952-65", In: Pakistan Librarianship: 1963-64, Dacca: Pakistan Library Association, 1965, p.40.

materials on Islam, Pakistan, languages and literature related to Islam and Pakistan'. In the Fourth Conference held in Lahore in 1961 under the joint auspices of the Pakistan Library Association and the West Pakistan Library Association, useful papers relating to all aspects of librarianship were read and the discussion thereon were very positive in approach. The conference gave emphasis upon need for library surveys, library standards, organising Library Weeks, and establishment of the national library.<sup>4</sup>

It further recommended (1) Raising the status of librarians. (2) To simplify further the procedure involved in the opening of Letters of Credit in obtaining foreign exchange and in getting customs release. (3) Enactment of Library Legislation. (4) Rehabilitation of the East Pakistan Central Public Library in a suitable building. (5) Recommending for a progressive policy of providing adequate funds for the construction of suitable library building, functionally planned under expert advice. (6) Providing adequate staff in each and every library. (7) Recommending standardisation of the syllabi of courses in librarianship in different universities of Pakistan and to persuade the universities to place librarianship course on a stable basis. (8) The Conference urged on the educational authorities to take steps for the: (a) Provision of whole-time librarians for schools; (b) Sanction of more book funds; (c) training facilities offered by library associations for training librarians; (d) Organising workshops and short-term courses in librarianship for school libraries under the aegis of Education Extension Centres; (e) Organising public library and

---

4. Ibid.

mobile library services to elementary schools which can not have librarians individually. (9) Building up archives at suitable points and museums in schools, College, Universities and all municipal towns.

The Conference also recommended to the Council of Newspapers to bring out occasionally special numbers and supplements of their periodicals on the role of books and libraries in the National Reconstruction. The Conference recommended to the Director-General of Radio Pakistan that a series like those styled "Meet your favourite stars" and such other occasional radio programmes be organised for introducing leading librarians, publishers, book sellers etc. in order to create awareness among our people about the importance and role of these groups.<sup>5</sup>

The Fifth Annual Conference of the Pakistan Library Association held jointly with the Second Conference of East Pakistan Library Association in Dacca from January 5-8, 1962, proposed the establishment of one public library in the headquarters of each district. It also recommended the establishment of pilot public library in co-operation with the UNESCO and the creation of two Bibliographic Units one in Dacca and the second in Lahore. The Conference recommended that librarians and library workers should be equated with those of teachers of different grades of education. The Conference also recommended the establishment of Dacca branch of the National Book Centre.<sup>6</sup>

The Sixth Annual Conference<sup>7</sup> of the Pakistan Library Association held on and from the 26th March 1965 in Lahore urged the provincial governments to adopt the following schemes for implementation during the Third Five Year Plan:-

---

5. Hulbert, J.A. "Libraries in the Far East: East Pakistan, Development after Partition", Library Journal, LXXXVII, p.341.

6. Op.Cit. 3, p.40.

7. op.Cit. 5.

<u>Level</u>	<u>West Pakistan</u>	<u>East Pakistan</u>	<u>Remarks</u>
1. Provincial	Establishment of one provincial library (govt.)	Rehabilitation of Central Public Library, Dacca.	These two libraries should be designated as depository Libraries under the Copyright Ordinance, 1962.
2. Divisional	Establishment of one govt. public library at each divisional headquarters.	Establishment of Divisional Library at Rajshahi and expansion of those at Chittagong and Khulna.	These libraries should serve as zonal libraries.
3. District	Establishment of one govt. public library at each district headquarters.	The same as for West Pakistan	Excluding towns which are at the same time headquarters also.
4. All levels	Provision of fund for regular grant-in-aid and capital grants to non govt. public libraries.	The same as for West Pakistan	
5.	Provision of facilities for training of librarians of schools, College and Public Libraries.	-do-	
6.	Creation of a Directorate of Libraries.	-do-	
7.	Secondary School Library Sector: Improvement of school libraries."		

The Conference recommended the following development Schemes for school libraries:-

(a) A good self-contained building, centrally located in the campus as far as possible, with provision and scope for future expansion on three sides. (class-room demension not suitable for library-cum-reading room accommodation). (b) One trained graduate librarian with the status of a trained graduate teacher, one assistant and one attendant. (c) A non-recurring lump grant for reference books and for enrichment of the existing stock. (8) An enhanced book grant keeping in view the size of the school population and the need of the diversified courses.

The Conference recommended that the same provisions as mentioned in the case of school libraries should be made for colleges with the difference that the status of the librarian of a Degree College should not be below that of a Professor, not certainly below that of a lecturer in the initial years and that there should be at least one Assistant Librarian, two assistants and two attendants.

The Conference reiterating its resolutions adopted in the earlier conferences and urging upon the government of Pakistan for (a) expediting the establishment of two National Libraries in the two wings of Pakistan; (b) the enforcement of the Copyright Ordinance of Pakistan, 1962; (c) setting up the necessary machinery for the compilation and publication of current National Bibliography of Pakistan; (d) appointing a Commission to report to govt. on library situation obtaining in Pakistan and to make recommendations for improvement, and (e) undertaking legislation for establishing a network of public libraries throughout the country down to the village level recommended the following:- '(1) a good functionally constructed accommodation with necessary safeguards provided in the design of the building against loss of books and setting



up of a Documentation Centre for Social Sciences and Humanities on the pattern of the PANSDOC with necessary branches in different parts of the country. The Conference requested the zonal Councils of the Association to undertake the task of drawing up standards of librarians of different categories, their accommodation, staff, bookstock etc. The Conference further recommended for the review of the salary scales of librarians of govt. departments, autonomous bodies, educational institutions and so on with a view to removing the anomalies and giving the librarians the status and emoluments that they can rightly claim.<sup>8</sup>

#### College Library Seminar-1965

Between April 26-28, 1965 a Three-days Seminar on "College Library: their present problems and guidelines for future development" held under the auspices of USIS, Dacca in conjunction with the East Pakistan Library Association recommended for the improvement of status of college librarians and granting them the status of faculty members.<sup>9</sup>

#### Public Library Seminar-1966

Jointly arranged by the East Pakistan Library Association and the British Council Library from 7th to 10th February, 1966 at the Dacca University Library Auditorium and British Council auditorium and opened by Justice Syed Mahboob Murshid, the then Chief Justice, High Court it recommended for legislation for public libraries in then the province. In his presidential address, late Mr. Abdus Salam, Editor, Pakistan Observer advocated for bringing about a compromise between government initiative and public co-operation for orderly development of public libraries.<sup>10</sup>

---

8. Pakistan Librarianship: 1963-64, Dacca: Pakistan Library Association, 1965, p.41.

9. op.cit. 3, p. 43.

10. Need for public library development, Dacca: East Pakistan Library Association, 1966, p.21.

Seminar on "Role of Libraries in the Promotion of Nationalism"

On 28th and 29th October, 1966 a seminar on the above topic held in Dacca under the initiative of the East Pakistan Library Association stressed the need for the establishment of more and more libraries for the promotion of nationalism.

Seminar on Library Co-operation, 1967

Under the auspices of East Pakistan Library Association and the British Council, a Seminar on the above topic was held on 26th March 1967. The first session was addressed by Mr. F.G.B. Hutchings, the then President of the British Library Association. The Seminar suggested a plan for "Inter-Library Co-operation" in the then East Pakistan.

Seminar on "Emergent problems of the Book world in Pakistan"-1967

A two-day Seminar on the above subject was held from 21 to 22 November 1967. The seminar recommended free flow of books and journals from abroad, production of books in Pakistan and supply of paper, ink, types etc. and other reading materials at reasonable price. The book trade was recommended to be regarded as industry for all purposes.<sup>11</sup>

Third Annual Conference of EPLA

The Third Annual Conference of East Pakistan Library Association held in Dacca on November 23, 1967 recommended: 1. a programme for the development of libraries, a programme with defined objectives and targets. (2) granting liberal allocation of money for libraries in moffussil areas for the development of library services. (3) giving formal recognition of the Library Association by govt. as a professional organization.

Seminar on Development of Libraries in East Pakistan: a Study and an evaluation: 1969

A three day Seminar on the above topic was organised by the

---

11. Some emergent problems of book world in Pakistan, Dacca: East Pakistan Library Association, 1967, p.37.

East Pakistan Library Association in Dacca from 1st to 3rd August 1969. The Seminar recommended the establishment of two National Libraries on a war emergency footing, one in Islamabad and other in Dacca. It also recommended for the development of other types of libraries.

The 8th Annual conference of Pakistan Library Association held in Karachi between January 21-24, 1971 recommended the following for the development of libraries for the whole of Pakistan: formation of a High-powered Board for libraries; setting up directorates of libraries in the provinces with necessary legal authority and allocation of adequate funds for libraries; expediting the establishment of two National Libraries for two wings of Pakistan and the establishment of another library of the status of the Liaquat Memorial Library, Karachi; publication of Pakistan National Bibliography at least on a quarterly basis; establishment of two Documentation Centres for Humanities and Social Science in two wings of Pakistan; setting up two National Science libraries in the two wings of the country; granting greater amount of foreign exchange for import of research materials; necessity of setting standards for libraries in Colleges and universities; setting up and maintaining libraries by the municipal and local bodies; enactment of public library legislation by the provincial govt. with a provision for a library tax; raising the pay scales of librarians; setting up research libraries by the commercial, industrial and technological agencies in the areas of their operation; making provision for reviewing each and every scheme for educational development by the professional librarians to offer their views on the library aspects of the schemes; giving the status

of professor to the university librarians of distinguished career; drawing up a Charter of Rights and obligations of libraries on the model of the Bill of Rights of the American Library Association. These were undoubtedly very important fields requiring development. But before taking any step for implementation Bangladesh emerged as an independent state only after few months of the conference.

With the emergence of Bangladesh as an independent country in 1971, the East Pakistan Library Association was named as Library Association of Bangladesh (LAB). Due to lack of co-operation among librarians and library minded persons, as many as nine other library associations<sup>12</sup> came into existence. These are (i) Bangladesh Library Council; (ii) Rajshahi District Library Association; (iii) Bangladesh Medical Library Association; (iv) Sylhet Zila Granthagar Samity; (v) Bangladesh Society for the Advancement of Information Sciences; (vi) Library Association, Chittagong; (vii) Khulna District Library Association; (viii) Bangladesh Government Librarians Association (BANGLA) and (ix) Islamic Library Association (ILA).<sup>13</sup> Of the above mentioned nine library Associations, none of them except the Islamic Library Association had any important role or activity in the field of library planning and development in the country.

#### Fourth Conference

The Fourth Conference and seminar on "Libraries in National Development" organised by the Library Association of Bangladesh was held after Emergence of Bangladesh at the Teacher Student Centre,

---

12. Hossain, Serwar, "Library Associations in Bangladesh", International Library Review, (1981) 13, pp. 328-29.

13. Islamic Library Association, Bangladesh. Constitution, Dhaka: Islamic Library Association, n.d., p. 1.

University of Dhaka between 23rd and 25th July, 1976. The Seminar was held in the background of the recommendations of the National Education Commission, published in 1974.<sup>14</sup> It gave highest priority to the establishment of (a) National library of Bangladesh (b) National Archives (c) National Documentation Centre. It also recommended for setting up the necessary mechanism for planning and implementing the recommendations of Education Commission.

The reasons behind the establishment of the Islamic Library Association were stated in its constitution.<sup>15</sup> One of the important aims of the Association was to set up rich and well-equipped libraries in every locality of the country including mosques, clubs etc.<sup>16</sup> As per the aims and objects of the association, it prepared and submitted to the government a project namely "Bangladesh National Islamic Library"<sup>17</sup> for consideration and implementation. The objective of the project are:-

(1) To build up a research, reference and public library of about 5 million books on Islam and Muslims in course of 20 years. (2) To provide reading facilities to the general readers and persons interested in Islam and Muslims and also to provide facilities for higher intellectual pursuits. (3) To provide research facilities to scholars, academicians, students and others. (4) To provide facilities for comparative studies on Islam and other religions, philosophies and sciences. (5) To develop a Union-catalogue of Islamic books available in the famous libraries of the world. (6) To provide recreational faci-

---

14. Shikha Commission Report, Dacca: Government of the People's Republic of Bangladesh, 1975, p.1.

15. op.cit. 12.

16. Ibid.

17. Ibid.

ilities within the library complex for the children as well as for serious readers engaged in prolonged studies. (7) To provide hostel accommodation to the researchers. (8) To promote the growth and development of Islamic Libraries and Library services in Bangladesh through training, dissemination of information, contribution of books and in other possible ways.<sup>18</sup>

#### Nature and importance of the project

Islam as a way of life has tremendous influence and impact on the day to day life of the Muslims who are desirous of knowing Islamic principles. Because of ignorance about religious principles and values religious leaders sometimes act as stagnation agents though they should be charged agents of social transformation and development. The knowledge about religion in true sense helps liberate people from religious bigotry and fanaticism.

The setting up of a National Islamic Library is in consistence with the govt. policy of promoting Islamic values among the people and developing Islamic institutions in the country. National Islamic Library Bangladesh will contribute to the improvement of image of Bangladesh among the Muslim countries and will promote better understanding with them. Quality and scholarly books cannot be produced by Bangladeshi scholars for various reasons, of which scarcity of classic research materials and reference books is very important. National Islamic Library with adequate research and reference materials will cater to this requirement.<sup>19</sup>

National Islamic Library will facilitate the resurgence of the Muslims of Bangladesh. With the establishment of Islamic University,

18. Ibid.

19. The Library, Islamic Library Association Bangladesh, Dhaka, 1 (1), 1984, p.8.

Islamic Research & Education Centres, ICVJTR, Islamic Bank & other Islamic institutions, the necessity of a National Islamic Library has been increased further. It will attract scholars from abroad for research work on Islamic ideologies and issues relating to the Muslims. It will create an Islamic library system and service in the country. It will have a chain of branches in the major cities. National Islamic Library is conceived to house five million books. The physical infrastructure will include a conference hall and a number of seminar rooms for intellectual discussions. The library will have research rooms and facilities including accommodation for the research fellows and scholars.<sup>20</sup>

The library will impart practical and on the job-in-training to the Imams and librarians of Mosque Libraries and Islamic libraries. It will also organise problem-oriented seminars and workshops. National Islamic Library will have modern equipment and techniques of transmitting knowledge such as tape, disc, educational materials like, films, visual aids etc.

#### Site of the National Islamic Library

National Islamic Library will be a fairly large complex and will require a big campus. But it must not be away from the heart of the city and should be easily accessible to the guests and readers.<sup>21</sup>

Importance of the project: This is a service sector project intended to the sector & the economy to promote human resource development which is pre-requisite for successful economic development. Purchase of books, equipment, furniture etc.

---

20. National Islamic Library. Filed with the Office of the Islamic Library Association Bangladesh.

21. Ibid.

Physical work involved: Phase I

1. No. of Books: 163385
2. No. of book-shelves: 160
3. No. of tables: 72
4. No. of Chairs: 195
5. Other equipment

Physical target: Phase-I 1984-1986.  
Phase-II 1986-1991.  
Phase-I 2 years 1984-1985, 1985-1986.  
Phase-II 5 years 1986-1991.

It will be a public library of Islamic books and also of other literature for comparative study of religions and philosophies. Further it will provide borrowing facilities for the individuals and also to the institutions.

Total investment cost of the	Local	Foreign	Total
	<u>currency</u>	<u>Exchange</u>	<u>_____</u>
Project: (In lakh Taka) would be:	Phase-I. 92.36	-	
	Phase-II. 1384.14	-	1476.50

The Islamic Library Association Bangladesh submitted in 1983 another project for the establishment of National Women's<sup>22</sup> Islamic Library to the govt. for approval. The objectives of the project are "to provide reading facilities to...women folk on various aspects of Islam and to help encourage them in acquiring proper knowledge about Islamic ideals so that they can apply these knowledge in their homes and then take part in nation building".<sup>23</sup> The cost of the project was estimated to be 24.00 lakhs.

---

22. Ibid.

23. Islamic Library Association Bangladesh. Project Proforma, Part A, P.I. Filed with the Office of the Association.



Nature and purpose of the project

The reading facilities of other libraries of Islamic books like that of Alia Madrasha, Dhaka are restricted to teachers, students and males only. Moreover, a large number of women residing in Dhaka are either engaged in house work or official job. Therefore they can not easily move to library to meet up their thirst for Islamic knowledge. So the busy women will be benefitted if they can get the reading materials in their house and working places for reading. A mobile van will be engaged for this purpose.<sup>24</sup> This is a Service sector project intended to promote human development which is pre-requisite for successful economic development.<sup>25</sup>

At present in Bangladesh there is not even a single library exclusively on Islamic Literature like that of the present project to cater to the needs of the women readers, women scholars, women writers, woman researchers as well as for children.<sup>26</sup> It is a selffinancing project i.e. it will earn revenue through the sale of its output (goods and services). It is a service sector project. It will not give rise to tangible output but provide service benefits to the community. The project was proposed to be commenced from July 1984 and completed in June 1986. Unfortunately the manpower requirement for execution and operation of the project and the list of furniture are not properly planned.<sup>27</sup>

The roles and responsibilities of library associations in the field of library development planning can in no way be ignored. The history

---

24. The idea is useful and pragmatic but its implementation will be very difficult under the existing conditions.

25. Ibid.

26. Ibid.

27. Ibid.

of library associations of the world specially of the advanced countries show that the library associations played significant roles in the process of planning library development. But it is frustrating that library associations of Pakistan and that of library associations of East Pakistan though established with wellplanned objectives did not or could not play its due and timely role in the library development planning of the countries. They spent most of their money, energy and time in holding seminars, symposia, receptions and discussions, ignoring their vital responsibilities in voicing the library development plans and programmes before the appropriate authorities. They adopted many important resolutions in so many symposia, seminars, etc. After the end of the meeting they did not follow up and take any step for materialisation of the resolutions. When the First Five-Year Plan was in the process of finalisation, the Pakistan Library Association was not born. During the Second Five Year Plan it was so to say adult but did not pay sufficient attention to the library development planning.

During the Third Five Year Plan, the Association was fully grown up and for the first time in the history of library associations, they submitted a plan though not all perfect and all comprehensive, to the govt. for implementation. But Pakistan was broken before the implementation of the Third Five Year Plan. We found in reports of different Education Commissions and Committees that Library Associations which were the mouthpiece of the library movement of the country did not put up the problems to appropriate authorities, and as a result we find that in different Education Commissions, library development was ignored and neglected. Thus it will not be out of place to mention here that library associations did not properly exercise their full power and shouldered responsibilities for the development of libraries of the

country during the Pakistani period. So Librarians were not properly looked after and taken care of.

After the emergence of Bangladesh in 1971, LAB being the national library association of Bangladesh failed to<sup>28</sup> maintain unity among the librarians and library minded persons in the country. We noticed mushroom growth of so many library associations. Except the library Association of Bangladesh all other library associations are not active in any field. The Library Association of Bangladesh conducted a national conference in 1976. But its library development programme was considered insignificant. It is only conducting the undergraduate certificate course without any interruption but unfortunately it is producing clerk librarians and lowering down the library profession.

The Islamic Library Association Bangladesh<sup>29</sup> being the youngest in age of all other library associations undertook two very important projects, which if implemented will be very useful for the development of library services specially on Islamic information. The majority of the population of the country is Muslim. The religion 'Islam' is treated as the code of conduct of their every day life. As such the services of the National Islamic Library will be very valuable for them for their preparation in life here in this world and the life hereafter. Even ladies in many of the Muslim families do not enjoy the freedom of movement. As such the establishment of National Women's Islamic Library as planned by the Islamic Library Association Bangladesh will be very much instrumental in spreading light and education to the women in Islam. The other older associations could not put forward, as yet, any such project before the government. The projects are

---

28. Khan, M.S. "Library situation in Bangladesh", The Eastern Librarian, VII(1), 1973, p. 18.

29. Op.Cit. 12.

valuable no doubt. But it must be considered that the functional National Library of Bangladesh<sup>30</sup> has not yet been fully established. The National Science Library,<sup>31</sup> the National Medical Library and Health Information Centre, and the National Agricultural Library are still in their infancy. The government is facing enough difficulties in meeting their development needs. Under such circumstances the time schedule for the establishment of the National Islamic Library is very much doubtful.

Library profession in Bangladesh is not so dynamic. It has not been able to create library consciousness considerably among the authorities and the public at large. There are of course number of problems and the association should tackle them tactfully. These include lack of proper co-ordination in professional activities at various levels, lack of concerted library movement<sup>32</sup> and lack of funds. There must be only one over all national library association in the country.

The standardisation of certificate course in library science should be taken up by the national organization. The Government of Bangladesh has a responsibility to support and encourage the library association so that it can take part in the massive nationwide programme of educational and cultural development. Last but not the

---

30. Huq, A.M. "Librarianship in Bangladesh Call for S.O.S.", Bangladesh Observer, 5 October 1984, p.5.

31. Ibid.

32. Hossain, Serwar. "Library Associations in Bangladesh", International Library Review, (1981) 13, pp. 328-29.

least the library associations should work with unity, solidarity, steadfastness and selfless striving.<sup>33</sup>

For Bangladeshi Library professionals there are many things to learn from Indian Library Association, Indian Library leaders, Indian teachers and researchers. Unfortunately we have no Ranganathan, Kaula, Viswanathan, Kalia, Sharma in Bangladesh.<sup>34</sup> Problems of Bangladesh and India have affinity and so the solutions of one country may be helpful for the other.<sup>35</sup>

---

33. Kaula, P.N. "Library association in India," Unesco Bulletin for Libraries, 24(6), p.319.

34. Usmani S.A. "Role of Library associations in the library movement with special reference to India," Indian Librarian, 23(1), p.37.

35. Mookerjee S. "Indian Library Association: ILA in prospect and retrospect," Indian Librarian, 22(4), pp. 228.

CHAPTER : SEVEN

INTERNATIONAL AGENCIES AND LIBRARY DEVELOPMENT

Unesco

Unesco came into being in 1946. It has been undertaking the task of developing libraries in the Member-States through its Division of Libraries (later raised to the status of a Department)<sup>1</sup>. Pakistan came under the UNESCO in 1949<sup>2</sup>. UNESCO's Programme for the development of libraries in undeveloped countries had two aspects. Firstly it made available foreign experts, granted fellowships and made provision for money and equipment. The second aspect of the UNESCO lied in the organization of Seminars. According to its first programme it gave assistance to competent agencies and publishers of the area now celled Bangladesh for production of model books in Bengali. Under the joint efforts of the Pakistan Govt. and UNESCO Regional centre for the production of reading materials in South Asia was opened in 1955<sup>3</sup>. Pakistan National Scientific and Technical Documentation Centre (PANSDOC), Karachi was established in 1957 with the help of UNESCO-Regional Institution and pilot projects<sup>4</sup>. It helped Pakistan with expert and money to set up National Bibliographical Services. With its assistance Pakistan Bibliographical Working Group compiled a Retrospective National Bibliography covering the years 1947-61<sup>5</sup>.

- 
1. Delavenay, E. "UNESCO Department of Documentation, Libraries and Archives: Aims and prospects", UNESCO Bull. Lib., 21:136-9, May, 1967.
  2. Laves, Watter H.C. and Thompson, Charles A. UNESCO-purpose, progress and prospect, Bloomington: Indiana University Press, 1957, P.12.
  3. Mannan, A.K.M. Role of UNESCO in the Development of Libraries, Dacca: University of Dacca, 1970, P. 28. ( M. A. Thesis) (Typewriter)
  4. Ibid., PP. 44-45.
  5. Ibid., PP. 25.

With its assistance Pakistan Bibliographical Working Group published in 1961 the Union catalogue of periodicals in the social sciences in the libraries of Pakistan.<sup>6</sup> UNESCO granted £ 5,000 in 1961-65 for purchase of books for the Department of Sociology of the University of Dhaka. It also granted £ 3,000 in 1960 and £ 2,000 in 1965 for educational documentation in the then East Pakistan.<sup>7</sup> UNESCO Experts were sent to Karachi and Lahore (Pakistan) in 1966, help set up centres of educational information.<sup>8</sup> Upto 1967-68 the UNESCO granted 319 fellowships of which Asia was granted 125 fellowships.<sup>9</sup> The present researcher also was granted one UNESCO Fellowship on Educational Documentation for studying in the School of Librarianship and Archives, University of London. Bangladesh Unesco Commission situated in Dhaka sells Unesco Books coupons and finances short term visits of librarians to international seminars/workshops etc.

The Unesco on requests from Member-States advises and recommends on library matters. The determination of the priorities is of-course the right of the states. With these limitations of the UNESCO in view, one should see that it has left a clear mark on Library Development in the regions of Asia, Africa and Latin America. It provided the general guidelines for concerted action and introduced new ideas and accomplished a number of successful missions. In the case of Pakistan its roles for library development were no less important. The seminars and pilot projects organized by UNESCO, in collaboration with the Member-States started a chain reactions in the region. These were acting as "a trigger mechanisms for further national efforts."<sup>10</sup>

---

6. Ibid., P. 27.

7. Ibid., P. 92 See also. UNESCO Bull. Bib. Vol. XX, No. 5. Sept.-Octo. 1966, P. 265.

8. Ibid., P. 32.

9. Ibid., P. 82.

10. Kesavan, B.S. "UNESCO's work in Asia visa vis Libraries, Documentation and Archives 1946-66" UNESCO Bulletin for Libraries, Vol. 20:226-40, '60

Unesco Regional Seminar on Promotion and Distribution of  
Reading Materials.

After 1947, the developed countries and international organisations, associations and agencies became interested in the development of different fields of the least developed countries including Pakistan, the eastern part of which is now Bangladesh. Some of the organisations became interested and involved in the development of libraries, library services and librarianship. They organised seminars, symposia etc. for discussing the library situation of these countries and recommended measures for their improvement. Some of the seminars covered Pakistan. The most important among them were the UNESCO Regional Seminar (1959), Regional Seminar on Library Development (1960), CENTO Seminar of 1962 and 1966 and Public Library Survey of Bangladesh 1979.

The Director-General of UNESCO organized seminars, workshops etc., in pursuance of the Project on the Production of Reading Materials which was under operation in five countries of South Asia, namely, Burma, Ceylon, India, Iran and Pakistan. Accordingly, the Director-General, in the first instance, convened a Regional Meeting of Experts in Reading Materials at Murree (Pakistan) in 1956<sup>11</sup> to assess the needs of the project area in the given field and to suggest practical lines of action at international, national and local levels. Recognizing production, illustration, promotion and distribution as the four main areas of project activities, the Director-General convened another Regional Seminar on Book production and illustration at Rangoon (Burma) in 1957<sup>12</sup>. As a sequel to this activity, another

---

11. Report published vide UNESCO-ED-146, Paris: July 1956.

12. Report published vide UNESCO/CUA/''', Paris, June, 1958.



Regional Seminar on Book Promotion and Distribution was organized, at the invitation of the Government of India and with the assistance of the Southern Languages Book Trust, at Madras from 30 November to 19 December 1959. The Unesco Regional Centre for Reading Materials at Karachi was entrusted with the organization and administrative responsibilities for the Seminar.

The Technical Assistance Committee of the Economic and Social Council of the United Nations approved this Seminar as part of the 1959 Expanded Programme of Technical Assistance.<sup>13</sup> On the nomination of the Member States, four to six specialists were invited from each of the five countries to represent publishers, booksellers and librarians. One observer from Indonesia attended the Seminar at his own expense, in addition to a large number of observers from India.

The Director-General made available the services of a Technical Director as well as an Expert on libraries. The Administrator of the Seminar was the Director, Unesco Regional Centre for Reading Materials.

The inaugural session of the Regional Seminar held in the evening of 30 November, 1959 at the Assembly Hall, Madras, was presided over by the then Education Minister, Madras, and the inaugural address was delivered by Dr. L.S. Mudaliar, the then Vice-Chancellor, University of Madras and a former chairman of the Unesco Executive Board. The message of the Director-General of Unesco was read by the Director, Regional Centre for Reading Materials, Karachi.

The participants from India, Burma, Pakistan, Ceylon, and Iran joined the Seminar. The Technical Director of the Seminar was Mr. J.E. Morpurgo, Director, National Book League, U.K. Consultants included : Mr. Frank Gardner, Borough Librarian, Luton, U.K. (Unesco expert), Mr. Artur Isenburg,

---

13. Unesco. Regional Seminar on Promotion and distribution of reading materials, Madras : (UNESCO/PRM/3201 October 1960, Original:English), Karachi, Unesco Regional Centre for Reading materials in South Asia, 1960, P. 2.

Ford Foundation Consultant to S.L.B.T., Madras, Mr. Edwin J. Rocke, Ford Foundation Consultant to S.L.B.T., Madras, and Mr. William A. Gogers Jr., Ford Foundation Consultant to S.L.B.T., Madras, Unesco was represented by Mr. S. Asabuki, Deputy Director, Department of Cultural Activities, UNESCO, Dr. Akhtar Husain, Director, UNESCO Regional Centre for Reading Materials, Karachi, (Administrator of the Seminar), and Mrs. J. Kasem Sibunruang, Programme Specialist, UNESCO. Mr. Kul Bhushan, Ministry of Education, Government of India, New Delhi and Mr. Raghunthan, S.L.B.T., Madras worked as liaison.

The business of the Seminar was carried out in a series of open sessions, under the chairmanship of the Technical Director, Mr. J.E. Morpurgo. A good deal of work was carried on by three working parties, one on Distribution, under the Chairmanship of Dr. Waheed (Pakistan), a second on Promotion, under the chairmanship of Mr. Pury (India) and a third on Libraries, under the Chairmanship of Mr. F. Gardner. The conclusions, comments and problems posed by the working parties were brought to the open sessions.<sup>14</sup>

In the course of the three weeks of the Seminar, those present discussed many matters pertinent to the improvement of the book world in South Asia. Some of the discussions dealt with matters that were common problems, some dealt with details of professional or technical expertise. According to the Seminar the participants had faith in books as the prime source for developing the minds of men, and as tools for the modern citizen which assisted him in understanding and in making public policies. The Seminar recommended the need for maintaining and widening the principle of the free flow of books as enuciated by Unesco in this region. -

---

14. Ibid., P. 3.

The seminar expressed the need for co-operation among professional and commercial groups in all the countries of the Region. In the view of the Seminar, the surest and happiest future were laid in co-operation rather than control. In order to improve the professional ethical standards and professional efficiency, the Seminar recommended education, self-discipline and self policing. <sup>15</sup> "Imposed control" the seminar stated "would but encourage malpractice and destroy efficiency and enthusiasm".<sup>15</sup>

Though the main theme of the seminar was promotion and distribution of reading materials, it sufficiently emphasised the development of libraries for the purpose. While considering the publishing policies it was recommended that Government and local authority would accept the responsibility of establishing library services<sup>16</sup> without which progress in publishing could not be made.<sup>17</sup> Almost without exception, the participants representing 'trade' in the Seminar felt that libraries did not kill bookshops, but instead created more readers, and therefore, eventually more book-buyers.<sup>18</sup>

The seminar observed that the main trouble with libraries<sup>19</sup> in the Region arose both from shortage of funds and from shortage of imagination. In particular, the attitude in administrative practice, which made a librarian into a storekeeper, was depriving the library movement of its life blood. So the Seminar recommended that Governments and local authorities should be encouraged to regard the provision of reading materials and not the mere care of books, as the first duty of librarian.<sup>20</sup>

---

15. Ibid., P. 4.

16. Ibid.

17. Ibid., P. 5.

18. Ibid., P. 8.

19. Ibid.

20. Ibid.

All participants of the Seminar stressed the development of the Public Library movement<sup>21</sup> in the Region, and strongly recommended that national and international organisations should improve facilities for the training of librarians.<sup>22</sup> In open session, the Seminar passed a resolution urging the library authorities of the Region that the open access system was an essential characteristic of all good public libraries,<sup>23</sup> and it was the view of the Seminar that without this system, libraries<sup>24</sup> were apt to fail in their proper function. Nevertheless the Seminar felt that the open access system could not be operated so long the notion of accountability persisted. It pointed out that experience in other countries showed that even under open access methods, the range of loss was not more than 2% to 4%.<sup>25</sup>

The Seminar emphasised that the Public Library was an essential institution for the dissemination of knowledge. Without its existence there could be no guarantee of literates not lapsing back into illiteracy. It therefore, urged Unesco to set up pilot public libraries<sup>26</sup> in each country of the Region on lines similar to the Delhi Public Library.<sup>27</sup>

---

21. Ibid., P. 9.

22. Ibid.

23. Ibid.

24. Ibid.

25. Ibid.

26. Ibid.

27. Ibid.

The Seminar affirmed that a public with a developed reading skill and habit was essential to modern society. It was also emphasised that the basis for such reading skill and reading habit was laid down in schools, and schools would not be able to perform this necessary role in society if they did not have libraries<sup>28</sup> which would provide useful and wholesome reading materials to school children. It was therefore, recommended that educational authorities in this Region should give high priority to the establishment of school libraries.<sup>29</sup> It further recommended that no secondary school should be accorded recognition unless it possessed a library<sup>30</sup> according to the standard laid down by the educational authority. In recognising the privileged position of books,<sup>31</sup> it felt the need for co-operative promotion, and therefore, passed a resolution welcoming the establishment of Book Centres in Pakistan and Ceylon, i.e. National Book Trust of Ceylon and National Book Centre of Pakistan, and desired the establishment of similar organisations in other countries of the Region.

It observed that the efficiency of libraries<sup>32</sup> and bookshops was delayed or handicapped by the absence of systematised bibliographical effort in all the countries of the Region except India. Not only the

---

28. Ibid.

29. Ibid.

30. Ibid.

31. Ibid.

32. Ibid.

provision of subject lists, which were properly accepted as one of the prime responsibilities of the National Book Centres in Pakistan and Ceylon, but also the provision of trade lists, would be much handicapped by the absence of National Bibliographies.<sup>33</sup>

The Seminar urged the Governments and other bodies in the Region to establish National Bibliographies<sup>34</sup> where they did not exist. Such Bibliographies, it was felt, could give the service that was required of them only if they were under the control of trained librarians. In order to establish National Bibliographies it recommended for the reformation of the deposit system in most of the countries of the Region. The Seminar passed the view that, in each of the countries of the Region, Co-operation among associations was imperative if the book-trade (including the library service)<sup>35</sup> was to carry out its functions efficiently and to fulfil its responsibility to new and old readers alike. So it was recommended that a full understanding of the principles, advantages and practice of professional and co-operative organisations such as Publishers' Association, Booksellers' Associations, Library Associations, Authors' Associations, National Book Trusts, Credit co-operatives and Co-operative Distributive organisations should be achieved, <sup>and</sup> had the weight of national support<sup>36</sup>. The Seminar pointed out that the only way to achieve maximum benefits in the distribution and promotion of books was by co-operation among members of the trade. This co-operation, the Seminar emphasised could be

33. Ibid.

34. After the emergence of Bangladesh the Directorate of Archives and Libraries, Government of the People's Republic of Bangladesh have taken the responsibilities of compilation of Bangladesh National Bibliography. The first volume covering the year 1972, appeared in 1974. The National Library and National Archives have both published other bibliographical tools in the past, but these appear to be considerably in arrears. BANSDOC publishes the Bangladesh Science and Technology Index, an irregular listing of periodical articles, patents, standards etc. published in Bangladesh.

35. Regional Seminar on promotion and distribution. P.2.

36. The Library Association of Bangladesh, Dhaka, which is the National Lib. Association of Bangladesh have been able to have the weight of national support.

obtained only by the establishment of professional organisation,<sup>37</sup> above all those of publishers, librarians<sup>38</sup> and booksellers.

It emphasised the indispensable need of books and other reading<sup>39</sup> materials "as prime source for developing the minds of men, and as tools for the modern citizen which assist him in understanding and making public policies".<sup>40</sup> The Seminar recommended the need for maintaining and widening the principle of the free flow of books as enunciated by UNESCO and urged that in this areas, this principle demanded constant vigilance.<sup>41</sup> But distribution and promotion of reading materials in this area including Bangladesh did not develop due to the factors like high rate of illiteracy, high cost of production of books, low purchasing power of the people, lack of countrywide network of libraries, lack of co-operation among Library Association, Libraries, publishing Associations, Book sellers, Book selling association, printers, printing association and the like, for which the UNESCO enunciated so much on the problems.<sup>42</sup>

Although the Seminar was sponsored by the UNESCO and was participated by the specialists in the field, it was not a comprehensive seminar because there were no participants from the National Library Associations of the region. But still it must be admitted that although the main objective of the Seminar was the promotion of reading materials, it emphasised the inseparable relationship between libraries of all types

---

37. Regional Seminar on promotion and distribution... P. 2.

38. Ibid., P. 10.

39. Ibid.

40. Regional Seminar on promotion and distribution... P. 2.

41. Ibid.

42. Rabbi, Fazle, "Country Reports: Bangladesh", In : Report: Regional Seminar on Commercial Factors involved in Mass Market Publishing: Singapore, 20-24 November 1978, Karachi: Unesco Regional Office for Culture and Book Development in Asia, 1979, pp. 65-70.

and production of books. Promotion of reading materials is dependent upon promotion of libraries. One of the outcome of this seminar's recommendations was the establishment of the National Book Centre of Pakistan, a branch of which was also established in the then East Pakistan, now Bangladesh and the centre is working now as National Book Centre of Bangladesh.

Regional Seminar on Library Development in South Asia(1960)

Next year i.e. in 1960 the UNESCO, again organised a regional Seminar on Library Development which covered Pakistan. The Seminar<sup>43</sup> sponsored jointly by the Govt. of India and Unesco was convened in Delhi in October 1960. Another Seminar<sup>44</sup> was also held in Delhi five years ago i.e. in 1955 with the participation of 12 Asian countries. One of the aims of 1955 Seminar was to discuss the technical concepts and basic assumptions underlying the activities of the rapidly expanding Delhi Public Library. The 1960 Seminar used the Delhi Public Library again as a laboratory for paractical demonstration of successful library techniques.

The Seminar observed that the social and economic advancement and the steady progress of popular education in the region called everywhere for greater apportunities for reading and study. In the field of higher education, well-organized and well-stocked libraries were equally needed to help Universities in the region adjust their teaching and research programmes to modern requirements. The Seminar's aim<sup>45</sup> was to seek solutions, both on a national and on a regional basis, to the problems

---

43. Unesco. Regional Seminar on Library Development in South Asia, Delhi: (India), 3-14 October 1960, (Unesco/IBA/Sem. 7/1, Paris, 30 June 1960, (Original: English), p.1.

44. Ibid.

45. Ibid.



involved in the development of public and University libraries in South Asia. The member states participated to the Seminar were Afganistan, Burma, Ceylone, India, Iran, Nepal, Pakistan and Thailand.

The participants in the Seminar from the Member States included librarians, with professional training, who had potential responsibility for the development of public or university libraries, and Ministry of Education officials directly in charge of library services.

Number of participants were as follows :-

<u>Country</u>	<u>No. of participants</u>
Afganistan	2
Burma	2
Ceylon	2
Iran	2
Nepal	2
Pakistan	2
Thailand	2

The Colombo Plan Council, the International Federation of Library Associations, the Asian Federation of Library Associations, the International Federation for Documentation, International Association of Universities, World university service, World confederation of organizations of Teaching profession, foreign cultural missions maintaining library services in Delhi and private foundations, assisting countries in the region in library development sent observers.<sup>46</sup>

---

46. Ibid.

The following subjects were considered and discussed in the Seminar :-

Group I Public Libraries.

1. Public Library development in the region since the last India Govt. UNESCO seminar Libraries held in Delhi in 1955. 2. Impact of the Delhi Public Library on Public library development in South Asia. 3. Problems of adoption of Western concepts and techniques: free services, open shelves, extension services, cultural activities, etc. Co-operation and co-ordination with other social services. 4. Systematic public library planning versus establishment of isolated libraries, advantages and disadvantages. 5. Legislation, Library Act. 6. Library Authority; Board, Directorate of libraries, municipalities, etc. membership, duties, responsibilities, co-ordination. 7. Availability and use of adequate reading materials, possible services to book trade.

Group II University Libraries.

1. University Library authority; Duties and responsibilities. 2. Administration and organisation, Centralization and decentralization. Arrangement by subject and form. 3. Scope and selection of materials. Co-operation with faculty members and subject specialists. 4. Reference collection and services. Guidance to research workers. Preparation of indexes, bibliographies, etc. 5. Co-operation, Inter Library loans, Organization of a regional loan centre for South Asia, Co-operative acquisition, Co-operation cataloguing, Union catalogues, printed cards, Special topics such as: School libraries, national bibliographies, training of librarians, status of the library profession, library associations and library buildings.<sup>47</sup> The Seminar<sup>48</sup> worked in two groups: (1) public libraries and

---

47. Ibid., p. 3.

48. Report published vide Unesco/ED/146, Paris, July 1956 and General Report of Planary Sessions, p. 1.

library service to children and young adults; (2) university and college libraries. It was found that there were several problems which were general both the groups. Hence it was divided into three parts: Part I dealt with the findings and resolutions which were general; Part II gave the findings and resolutions regarding the public libraries and allied services; Part III gave information regarding the university libraries.

The resolutions<sup>49</sup> in the Part I covered: (a) the status of librarians; (b) the training of librarians; (c) library associations and professional activities; (d) problems of book acquisition and distribution; (e) manuscripts; (f) bibliographical tools and (g) library buildings.

(a) The status of librarians.

The Seminar recognizing the necessity of improving the socio-economic status of the librarians recommended that "...the status, pay and hierarchy of librarian in academic institutions should correspond to those of the academic staff, of librarians in public libraries to those in the educational cadre, and of librarians in technical institutions to those of the technical personnel."<sup>50</sup>

The Seminar deeply felt the absence of adequate library training facilities and as such it recommended<sup>6</sup> (1) that, as there is a growing need for trained library personnel at all levels, adequate training facilities must be developed in each country, (2) that, to begin with, there should be established and developed in each country:

---

49. Report published vide Unesco/ED/146: July 1956, p. 2.

50. Regional Seminar on Promotion..., P. 2.

a) a basic post-graduate course; and

b) a certificate course of three to five months duration for the training of the semi-professional personnel, (3) that the responsibility of training of personnel at the various post-graduate levels should be entrusted to the universities, (4) that universities should establish, as in other subjects, properly constituted departments of library science with full-time staff and with the heads of the departments being at least of Reader's status, (5) that for the development of such departments of library science it is important that their teachers and their promising students should have facilities for advanced training abroad. For similar reasons, there should be facilities for international (including regional) exchange of personnel between departments of library science in the region and those elsewhere, (6) that governments of the countries within the region where adequate training courses were not available should help their students to obtain training in neighbouring countries wherever facilities for such training were developed, (7) that it was desirable to develop a regional centre where training in advanced or special fields of librarianship might be available to the countries of the region, and Unesco might be requested to assist in the development of such a centre with material, personnel as well as with awards of fellowships, scholarships, etc., (9) that books on library science be written in the language of the countries of this region and also be translated from foreign languages for use of students in the lower category of library schools as well as of general readers, (10) that glossaries of technical terms in library science should be compiled with a view to assisting the early publication of library science books in the regional languages and (11) that for the purpose of publication in the regional or national languages,

it was suggested that states or countries themselves should have adequate provision of direct or indirect subsidies from their respective state or national governments'.<sup>51</sup>

(c) Library associations and professional activities

The Seminar was fully conscious of the role of professional associations in library development planning etc. It observed that library association was not active in its function in most of the countries of the region and thus recommended that '(1) the Unesco would prepare and publish a manual on library association incorporating the methods of establishing such associations along with a model constitution with the aims of (1) Safeguarding the interest of library profession, (2) Publication of a library journal, (3) Encouragement of inter-library co-operation through publication of directories and bibliographies, etc. and (4) Promotion of library legislation.

(2) member states should recognise properly constituted library associations as essential organisations for the promotion of library movement in their areas and should assist them financially to enable them to function effectively. (3) The working librarians should extend their individual support to the library associations by enrolling themselves as their members and by making professional contribution in technical matters. (4) IFLA should extend its activities to Asia by the establishment of a regional secretariat'.<sup>52</sup>

(d) Problems of book acquisition and distribution

It seriously noted the acute difficulties in procuring reading materials in libraries for this region. In order to remove those handicaps

---

51. Ibid., P. 4.

52. Ibid., P. 5.

it recommended : I (a) simplification of procedures, including customs regulations and remittance of money for the import of reading materials particularly periodicals (including back numbers), microfilms etc. (b) granting open general licences to libraries and educational institutional - the amount of exchange to be released be based on the amount provided in the book-budgets of such institutions.(c) That the library associations of the participating countries should study the situation obtaining in each country in relation to difficulties regarding procurement and importation of books and should submit the results of such studies to Unesco for publication. II (a) That a sound library system is a pre-requisite and must be encouraged by governments as the most economical means by which reading materials can be provided to the people of a country. (b) that every encouragement should be offered to public and private enterprises in promoting cooperative bookselling in the participating countries' III In order to fill up the gaps in the literature available for juvenile readers this seminar recommended to member-countries' (a) to undertake the organisation of literary work-shops for writers and illustrators of children's books, (b) to undertake the organisation of Children's Book Trusts, and (c) to provide incentives to authors and publishers to write and publish children's books on a wide range of subjects.' IV The seminar noted that books suitable for students, teachers professional workers etc. were insufficiently produced locally, and member states were involved in heavy importation of foreign books with limited availability of foreign exchange. So it suggested that i)The department of education in the member states, should, through National Book Trusts or by other means, promote or organise the writing and production of such books. ii) The publishers in exporting countries

should try to reach at agreement with publishers of importing countries for local publication of foreign books to be marketed at lower cost.

iii) The governments of book exporting countries should assist their publishers to export and sell books in the importing countries at lower prices.<sup>53</sup>

Evaluating the importance of manuscripts in research it recommended that (a) Manuscripts need to be carefully preserved in this area preferably in air conditioned rooms and facilities for their repair and lamination should be provided. (b) Arrangements be made for the compilation of Descriptive Catalogues of the manuscript collection. (c) Adequate facilities for photostat copying and micro-filming of manuscripts should be available in each region.<sup>54</sup>

The bibliographical situation<sup>55</sup> according to the seminar was very painful. In order to improve the situation the seminar recommended the following : 1. The national bibliography of a country should be compiled by the national library. 2. The advisory council for the compilation of the national bibliography should as far as possible, be representative of the national library association and all important governmental and non-governmental agencies which concerned themselves with books, their production and sales. (3) Every member State should enact legislation for sending every publication in the country to the national library, if in existence, or to other central

---

53. *Ibid.*, P. 7

54. *Ibid.*, P. 8

55. *Unesco Bulletin for libraries*, Vol XV, No. 2, March-April 1961, P. 77.

depository or depositories.(4) It is desirable that the government should finance the production of a national bibliography.<sup>56</sup>

g) Library buildings

The Seminar observed that new library buildings were constructed in almost all the areas in the region. In some areas the building programme was fairly heavy and considerable amount of money was involved in it. It was very necessary that the building programme was conducted on right lines since beside the wastage of money, the faulty buildings remained for generations causing inconvenience and as an evidence of lack of foresight. The seminar therefore resolved that: " the library buildings should be functional and flexible; that they should be planned in such a way that future expansion could be easily made and fitted in the functional pattern; that in the planning and construction of new library buildings, the librarian should invariably be associated with the architect at all stages of planning.<sup>57</sup>

The seminar's deliberations and resolutions in the field of public libraries and allied services were divided into (a) Library surveys;<sup>58</sup> (b) pilot projects, legislation and financial provision;<sup>59</sup> (c) library service for children;<sup>60</sup> (d) school libraries;<sup>61</sup> (e) library service vis-a-vis social and adult education.<sup>62</sup>

56. Ibid.

57. OP.cit,43. General Report of the Plenary session,p. 10.

58. Ibid., p. 11.

59-62. Ibid., pp.11-12.



The Seminar recognised well the importance of library survey<sup>63</sup> for this region and recommended (1) that national surveys similar to the one contained in the Report of Advisory Committee for libraries published by the Government of India be carried out in each of the member states, where it is not possible for the member state to find the necessary leadership for such a survey. Unesco should afford every assistance by sending an expert to assist in the project. (2) that as a preliminary to such a survey, a directory of library resources similar to the one compiled by the Pakistan Bibliographical Working Group should be compiled by each member state and brought up to-date periodically.<sup>(3)</sup> That survey should be published as frequently as possible, if possible, not less than once in three years. (4) that it is desirable that State or provincial governments with the help of State or provincial library associations should carry on preliminary regional survey of library resources and statistics. (5) That the results of these surveys be made available to authors, publishers and booksellers to reveal to them the gaps to be filled in order to satisfy the needs of various categories of readers, both adults and children.<sup>64</sup>

(1) The seminar recognising their importance resolved that member

---

63. Ibid., p. 12. See also India, Ministry of Education and Youth Services. Report of Advisory Committee for Libraries, 1970. Page varies.

64. Ibid.

states should enact library legislations for the establishment of public library systems based on local taxation with national and state aid to guarantee a basic minimum of funds for public library service.(2) Pending the enactment of library legislation member states should set up a library directorate or unit within an appropriate Ministry to undertake the establishment and development of libraries at national, state and district levels. (3) the funds available should be utilised,initially, to give good library service in one or more selected areas only<sup>65</sup>. In order to improve the library service for children it resolved "that member States should promote the setting up of children's sections in all public libraries, especially in the State, District and City libraries.<sup>66</sup> Recognising the potentials of the role of school libraries it resolved "that member States should insist on all schools; especially secondary schools, having libraries satisfying certain uniform minimum standards and it may perhaps be desirable to withhold recognition from a secondary school that does not have a library satisfying the standards.<sup>67</sup> It recognising the role of libraries in social and adult education recommended that libraries along with museums and media of mass communication should be made to increase their contribution to adult education;(2) that the authorities concerned should establish close co-operation between libraries and adult education organisations at all administrative levels;(3) that in the training of librarians for public libraries a course in adult education should be added. Similarly the library set-up and library extension methods should form a part of the training of adult education workers.<sup>68</sup>

---

65. *Ibid.*, p. 14.

66. *Ibid.*

67. *Ibid.*, p. 15.

68. *Ibid.*

### University libraries

The Seminar felt that at least two impediments<sup>69</sup> in the way of a rapid and systematic development of university libraries should be removed. The first problem was the academic career and training of the staff of these libraries and their status vis-a-vis the faculty members. The second problem was the status of the university librarian of the university library system. It also discussed the topics namely (a) The academic nature of university library work and status of staff; (b) The role of library committee; (c) Financial provision for university libraries; (d) Centralization and departmental collection; (e) Open access and (f) College libraries.

As regards the improvement of the status of the university librarians the Seminar recommended that the Professional staff of university library should be equated with appropriate faculty staff, for purposes of status, pay scales etc.<sup>70</sup>

#### (b) The role of Library Committees

The Seminar painfully observed that in some university libraries of this region library committees exercised undue and excessive power and thereby belittled the position of the librarian. In such cases the librarian became an insignificant figure. So in order to clearly demarcate the power and function of library committee<sup>71</sup> and those of the librarian, the Seminar recommended that "the Library Committee in a university should be a policy making and advisory body; and that the university librarian should be in charge of administering the library system of the University<sup>72</sup>

---

69. Unesco Bulletin for Libraries, Vol. XV, No. 2, March-April, p. 73.  
70. General Report of the Plenary Session, P. 18.

(c) Financial provision for university libraries

The Seminar closely observed the lack of minimum standard for the allocation<sup>73</sup> of book budget for university libraries. So it suggested the following minimum standard for this purpose: "(1) the annual library budget should constitute from 5% to 10% of the total annual university budget.(2) University authorities should, as far as possible, adopt the following minimum norms in the annual appropriations of books and periodicals for the university libraries, viz. Rs. 15/- per student and Rs. 200/- per teacher or research fellow"<sup>74</sup>

(d) Centralization and departmental collections.

The Seminar discussed both the merits and demerits of centralised and decentralised collection. It rather favoured the centralised collection for the university library. In this connection its recommendation were that "(a) the book collection of the university library be centralized;(b) all books belonging to the university, should be under control and direction of the university librarian;(c) a small number of books which are needed for day to day teaching and reference which may be revised at the end of the academic year be issued to the department and the books of which there is a single copy should be retained in university library to make them available to all"<sup>75</sup>

---

71. Ibid.

72. Ibid.

73. Regional Seminar on promotion... p. 19.

74. Ibid., p. 20.

75. Ibid.

(e) Open access

The Seminar reiterated the advantages and disadvantages of open shelves system and recommended "(a) that open access should be given as much as possible, except for reference, rare and out of print books; (b) that new buildings should be planned to ensure the efficient operation of the open access system; (c) that possible safeguards regarding entrance, exit and control of movement should be devised and observed and (d) that inevitable losses resulting from open access should be written off and no financial responsibility should be attached to the library staff for such losses.<sup>76</sup>

(f) College libraries

It also did not overlook the importance of college education in the field of university education and as such it emphasised the improvement of college libraries and stated that 'inspection teams should ensure that minimum standards which should be laid down for accommodation, salary, status of the staff are being maintained.<sup>77</sup> It is worth mentioning here that one Bangladeshi Librarian namely Mr. Muhammad Siddiq Khan, the then Librarian of the Dacca University Library, with a scholarly bent of mind, and a very methodical approach did excellent work as the leader of Group II on University Libraries. His working paper was very carefully prepared and right from the beginning every aspect of University Librarianship was systematically dealt with.

---

76. Ibid., P. 21.

77. Ibid.

The importance of the Seminar chiefly consisted in the sense of participation that people from the various countries had. The mere fact that the Asian countries coming together under the sponsorship of Unesco was a big fact. The broadening of mental horizons consequent on such a Seminar could not be evaluated in precise terms. In fact the most happy part of the seminar as revealed from the study of the proceedings was that everybody was anxious to know, to learn and to share their experience. The most valuable part of the Seminar was the participation in it of the Delegates from Afghanistan, Burma, Iran, Nepal, Thailand and Ceylon. Because of the heavy weight participation of the Delegates from India and Pakistan, someone might say humorously that this was not so much a Unesco Seminar as an India-Pakistan Seminar. But that heavy participation enlivened proceedings without in any way marring it.

It might be argued that nothing came out of such a Seminar except that a lot of International money was spent on travel and food. It was doubted that the resolutions passed in the Seminar had a very pious value and that no Government of any participating country straight way embarked on any far reaching programme of library development on the basis of these resolutions.

The seminar though very important in identifying the loopholes and difficulties of library development in this region and in suggesting a list of pragmatic steps and recommendations for library development did not unfortunately consider the

special and national libraries. It also did not consider the library education which is the basis for the library development of this region. Another very serious shortcoming of the deliberations was that it did not specify in details the measures to be adapted for the implementation of the recommendation in this Seminar. As a result what we find is that most of the resolutions remained in the bookshelves having no reaction or repercussion in the library fields. It did not suggest library development agencies.

Still it was the grand Congress of Librarians, educationists and administrators from all over the library and the book world. The resolutions were important ; more important was the human contact which an organisations like the Unesco could bring about for the betterment of the world specially this part of the globe.

#### Cento Seminar

After two years i.e., in 1962 another organisation namely CENTO became interested in library development and organised a Seminar which concerned the then Pakistan. The Central Treaty Organization (CENTO) organized a Seminar on Library Development at the University of Ankara, from 12 to 17 March 1962. The Seminar was attended by Dr.N. Sharify, Director-General of National, Public and School Libraries of Iran, Mr. M.N. Safa, Director, Directorate of Archives and Libraries, Govt. of Pakistan, Dr. Aziz Berker, General Director of Libraries of the Turkish Ministry of Education, Mr. F. Gardner, Librarian, Central Library, Luton, representing the

United Kingdom, and Dr. James van Luik of the Istanbul American University, representing the United States of America. Mr. John Ferguson, Regional Librarian, British Council, Beirut, Lebanon, was the rapporteur.<sup>78</sup> Some thirty Turkish librarians also participated in the discussion.<sup>79</sup>

The purpose of the seminar was to review the library problems of Iran, Pakistan and Turkey and to investigate into the possibility of co-operative action, bearing in mind the strong cultural links which bound these three countries together.<sup>80</sup>

The Seminar adopted a number of recommendations and emphasised that national libraries of the CENTO region should cooperate in the production of a directory of libraries in the region; a who's who of librarianship and code of library practice. It was also recommended that a CENTO conference should be called to consider national and international areas for co-operation, a public library project should be established in each country of the region, library schools, open to all students of the region should be established in each country and funds should be made available for overseas training.<sup>81</sup> The recommendations were very important for the development of libraries and library services in CENTO countries but no measures were taken for planning and implementing them. It is worth mentioning here that the Seminar kept in view the objective of CENTO, but unfortunately no noticeable and tangible results on library development followed in the desired manner.

---

78. Unesco Bulletin for libraries, Vol. XVI, No. 5, Sept.-Oct. 1982. p. 265.

79. Ibid., p. 266.

80. Ibid.

81. Ibid.



CENTO Library Survey

After four years, in 1966 the CENTO conducted a survey which covered library situation in the then Pakistan. The survey report was important for the development of library, library services and librarianship. The survey on development of book activity in Iran, Pakistan and Turkey was prepared after a nine-week evaluation conducted during the Summer of 1966. Separate country reports were submitted for these three countries.

The survey was authorized in March, 1965, by the Economic Committee of the CENTO (Central Treaty Organization). A group of eight internationally reputed specialists visited the CENTO Region countries and conducted the survey with Professor Harold G. Emmerson of State University College at Brockport, N.Y. as the Chief of this party.<sup>82</sup> The work of this survey team was carried out in three stages:

Phase One: A four-week pre-mission period was devoted to the gathering of locally available data on such factors as authorship, printing, publishing, library services and resources, bookselling practices, etc., in relation to former and later and current programme in human and material resources development in the countries concerned. The data, together with information on such economic, social and cultural factors in these countries formed the basis for briefing documents prepared for each team member.

82. CENTO. Economic programme, Book production, importation and distribution in Iran, Pakistan and Turkey: a study of needs with recommendations within context of social and Economic development in parts. New York: Agency for International Development, 1966, p. 11.

Phase Two: Field investigation time was allocated as follows;

Iran:	4 team members: Survey time approximately
Pakistan:	2 weeks 5 team members: Survey time approximately
Turkey:	6 weeks 3 team members: Survey time approximately 1 week

Area of concentration in Pakistan included the following:

(1) books most required for basic education and overall development needs; (2) books best suited for transfer of technical, scientific and Professional knowledge into the country; (3) relative priority requirements (in terms of publications) for extension of literacy, language competence, and enrichment of Farsi, Urdu, Bengali and other significant local languages; (4) priority requirements for development of interrelated skills, institutions, and other resources needed to plan, write, edit, manufacture, distribute and use books of the kind and in the quantity needed, both regionally and on a country basis.<sup>83</sup>

Phase Three: Debriefing of field personnel, formulation of recommendations and subsequent preparation of regional and country reports.<sup>84</sup>

The CENTO region countries were vitally interested in the acceleration of developmental book programmes as a precondition of continuing economic growth. Accordingly, report purported to: (1) describe the needs and problems of book availability in Iran, Pakistan and Turkey, and (2) make recommendations directed towards the resolution of these problems.<sup>85</sup>

---

83. Ibid., p. V.

84. Ibid.

85. Ibid., p. IV.

While assessing the problems of libraries and library development the Report stated that the development of libraries in Pakistan was considered a matter which required immediate attention if these libraries were to assist the country's plan for educational progress. According to the Report resources were not enough to the country's needs. The resources in most cases were poorly organized and little used. The positions were filled by librarians with no training or with very inferior training in many cases. Salaries of both professional and non-professional personnel in the libraries were very low. Another pressing problem was the low standard of many of the library training programmes. A few librarians were providing notable and capable leadership. Unfortunately there were not enough librarians of this calibre. Leadership programme did not get priority. Sophisticated study and research in the field of library science was lacking. Library standard for personnel, buildings, resources, services etc. was not available. The requirement, for many library positions, of deposit of cash security was a bad practice in Pakistan. The librarians were responsible for book loss. The then existing building and equipment were not suitable for proper functioning. Demonstration and pilot library projects of various kinds were lacking.<sup>86</sup>

#### Primary and Secondary School Libraries.

Library services for children in Pakistan, according to the Report was extremely unsatisfactory, both quantitatively and qualitatively. A brief description of programme and facilities at two school libraries (Karachi Cantonment Public School and

---

86. Ibid., Part III, p. 62.

Government Central Model School, Lahore), both generally conceded to be among the best in the country, illustrated the needs for a vast improvement in this area of library service. The collection in both the cases was not classified or catalogued and was shelved in a haphazard fashion without regard to subject area.<sup>87</sup>

#### University and College Libraries

Of the six general universities the members of the Team visited only university of Rajshahi and the university of Sind. The Report stated "Generally speaking, second to special libraries, university libraries in Pakistan are more developed than any other type of library. More trained librarians are working in these libraries, and collections are better organized and are more used... Educators however, have not yet fully realized the role libraries can play in the support of teaching and research functions at the university. Teaching methods, based on the use of certain limited text books and lecture notes, have not called for comprehensive library service.<sup>88</sup> Librarians were not given academic rank and status. Their salaries were very low. They were not invited to take part in the process of decision-making in major affairs of the university.

The Report stated that the condition of college libraries in Pakistan "leave much to be desired". The college library staff were extremely weak. The Report further stated that in majority of cases these libraries are run by one librarian who has received some training; and another few, who are strictly non-professional assistants.<sup>89</sup>

---

87. Ibid. p. 62.  
88. Ibid., pp. 29-30.  
89. Ibid.

### Public Libraries

The Team felt that public library services required careful planning and leadership. The Report stated that Pakistan librarians were quite unaware of the important part that the free public library could play in the national education of the country. There were few leaders in the country who gave great deal of attention to the problem of public library development.

The then East Pakistan govt. developed the post of "Officer on Special Duty for Library Development" to act in a sense as Director of Public Libraries. West Pakistan did not create such a post. The public library development in West Pakistan was therefore left to the initiative of individuals with very little central planning and co-ordination.

There were 189<sup>90</sup> public libraries in Pakistan; 108 in East Pakistan and 81 in West Pakistan. This figure included all types of public libraries: government and municipal, and libraries organized and supported by clubs, associations, religious groups, etc. These libraries with few exceptions were poorly organized and very little used. The number of professionally trained staff was insufficient and resources were inadequate. In order to benefit from lending services, public were required to deposit an annual fee. The salary as well as the position of the public librarian was quite low. They enjoyed very little authority, major decisions being made by a so called "managing committee."<sup>91</sup> The lack of library legislation was also commented in the Report. 189 Public libraries were not sufficient

---

90. Ibid.

91. Ibid.

for such a vast country like Pakistan. Recognising the importance of public library leaders in national education, the Report felt the shortage of Public libraries.<sup>92</sup>

### Special Libraries

The Team remarked that special libraries, except some of the governmental special libraries, were relatively well developed in Pakistan. They were created to perform a special function for the institution to which they belonged. They were well financed and well supported.<sup>93</sup>

### Library Education

The Team felt the needs for both expansion of the then existing programmes in education for librarianship and the development of new library schools. The then existing library schools were administered by directors, who were at the same time, heads of university libraries. The Report stated that, "Time has come for a division in these responsibilities; that is, library schools should have full-time directors". It further stated that in some schools most of the staff were part-time teachers<sup>94</sup> and thus it wanted the appointment of full-time teachers.

The Report gave special emphasis in the following points of recommendations:-

1. A model school library be created. This model library should be encouraged to begin the production of printed catalogue cards for the use of school libraries throughout the country.<sup>95</sup>

---

92. Ibid., p.72

93. Ibid., pp.74-76

94. Ibid., pp.82-83. The Department of librarianship of the university of Dhaka had no any full time teacher at that time. But at present there are 13 teaching posts (one professor, two Associate Prof., 5 Assistant Prof., and 5 Lecturers) in the Dept. Eight full-time teacher have been appointed. The post of Prof. is vacant.

95. Ibid. p.29.

(2) Library of the University of Dhaka should provide borrowing facilities for all students from the entire collection with the exception of manuscripts, rare collections and reference collections. The collections of seminar libraries should be integrated with the main university library. (3) Lending services be opened in the Central Public Library at Dacca. (4) Sophisticated study and research in the field of library Science should be started.

The team noting the importance of able library leadership and capable educators in library science in comprehensive library development, felt the "need to educate their library leaders to train library teachers and carry on sophisticated research in Library Science"<sup>96</sup> It recommended Regional Center for Advanced Library Studies and Research at the University of Karachi to work in close cooperation with the Dept., of Library Science and carry on many joint projects with that Dept.

The major functions of this Center according to it should be:-  
(a) Offering advanced teaching programmes in Library Science in the form of seminars, special workshops, courses etc. for library leaders and Library Science teachers. (b) Conducting sophisticated research in the field of Library Science on national and regional levels; and conducting a publication programme both in English and in the languages of participating countries. (c) Developing professional literature needed by librarians and teachers; i.e. expansion of existing classification schemes for Islamic Literature,

---

96. Ibid. , p. 84.

development of specialised subject heading lists in various fields of knowledge in the languages of participating countries.

(d) Undertaking projects leading to regional bibliographical control in various field of knowledge, e.g. regional union catalogues, regional lists of periodical holdings, etc. (e) conducting statistical studies on library resources and services in Pakistan, Iran and Turkey.<sup>97</sup> (f) A Library Commission similar to the Pakistan Education Commission<sup>98</sup> be created to deal Library Development in Pakistan. The Commission should promptly deal with the question of increased salaries and status for the professional librarians. (g) Library standards for personnel, buildings, resources, services etc. be established. The Pakistan Library Association was considered to be the appropriate body to develop these standards. (h) Special Library Committee with representatives from Library Associations, Library Schools and various types of libraries be created. (i) Pilot Public library project and pilot school library project be started. (j) The requirement for many library positions of the deposit of a cash security be withdrawn. (k) Librarian should not be held responsible for book loss. (l) Two science libraries, one in the then West and the other in the then East Pakistan should be established.<sup>99</sup> (m) Professionally trained librarians be recruited. Status of the librarians be raised. (n) Public Library Legislation<sup>100</sup> be made. (o) Full time Director and full-time teachers be appointed for library schools. New library schools

---

97. Ibid., pp 84-86.

98. Pakistan Education Commission. Report of the National Commission on Education, Karachi: 1959.

99. CEN TO. Economic Program - Book Production, Importation...

100. Husain, Ahmad., "The need for Public Library Legislation," In: The Need for Public Library Development..., p.63.



should be developed in various universities. The Report stated that the planned university at Chittagong and the university at Rajshahi "have expressed interest in the development of such schools and the plans are under considerations."<sup>101</sup> The Library schools should have specialised library collection for teaching. The teachers of the schools should do original research work with a view towards the enrichment of professional library literature in Bengali and Urdu. (p) The Team intended the Central Public Library, Dacca as the nucleus of public Library System<sup>102</sup> and charged it with two major tasks: (i) development of the regional libraries at Chittagong, Khulna and Rajshahi and other government libraries throughout East Pakistan and (ii) encouraging the development of non-governmental public libraries through grants of aid.<sup>103</sup>

It was obvious that more public libraries be created if the country's level of educational achievement was to meet the objectives of the Third Five Year Plan. 189 public libraries were not sufficient for such a vast country. Libraries should have been established from Divisions to villages. At the union council level govt. should have established thousands of small libraries. (q) The Report in recognizing the importance of the National Library recommended that the National Library problem be solved with regard to both terminology and programme through the establishment of a National Library System with two elements:- that was through the designation of two libraries to cooperatively handle national Library functions. The Report stated that the new Library at Islamabad should fulfil the national library function for the West Pakistan. National library services for the East Pakistan should be performed

---

101. CENTO. Economic Program. Book Production... p.83.

102. Ibid.

103. CENTO. Economic Program. Book Production... p.72.

by the East Pakistan Central Public Library, until such time as a new and separate building was completed. These two libraries should perform such traditional national library functions as the development of national union catalogue, a national bibliography, provide centralised cataloguing services for their respective regions etc.<sup>104</sup>(r)The Team in discussing the "professional support and Library Development"recommended Copyright Act., compilation of current national bibliographies in the national and regional languages, national union catalogue of serials in the field of Science and Technology, Humanities, Social Sciences and national union catalogue of Science and Technology. In each province there should be provincial union catalogue and on the national level the country needed a National Union Catalogue. Pakistan version of Books in print in all major languages be published. Comprehensive codes for rendering Pakistani names be made. The expansion of Dewey Decimal Classifications in certain areas be made.<sup>106</sup>

The CENTO report was undoubtedly a very comprehensive one. It covered almost all the areas concerning development of libraries and librarianship. One of the most important feature of the Report was that it gave a plan of library development upto villages. In comparison with other schemes or reports it was more comprehensive and contained more details on planning of libraries. But the survey time of 6 weeks was a very short period

---

104. Ibid., pp. 64-65.

105. Ibid., p. 79.

106. Ibid., p. 80.

for such a big task. If all the elements of the Report would be materialised the picture of the development of libraries and librarianship would be different from what we see today. The Report stated that university of Rajshahi and the University of Chittagong expressed willingness to open the school of library science. But unfortunately nothing has been done as yet. The only Dept. of Library Science in the University of Dhaka is facing tremendous problems in meeting the heavy demand and pressure of admission into the Dept.

The Report confessed that the brevity of the field missions of three countries allowed little opportunities for the systematic gathering of reliable statistics. In the main the figures given in the Report with regards to book production, book sales, library holdings etc.were based on estimates provided by local publishers, librarians, govt.officials, educationists and others.

#### Public Library Survey

The British Council was also concerned with the undeveloped library situation in Bangladesh. The British Council desired that library development should receive due consideration in the Second Five Year Plan of Bangladesh, 1980-85.

So in October 1977, Senior Library Development Officer of the British Council, Mr.Ivor Kemp, visited Bangladesh to discuss with the authorities the possibility of providing British aid <sup>107</sup> for library development in Bangladesh. Among the projects discussed were a three-month attachment by a British librarian to

---

<sup>107</sup>. Bangladesh Public Library Survey:Final Report in Three Volumes by J.Stephen Parker. Bath Avon;Library Development Consultants,1979, p. 3.

assist in a survey of Public Libraries in Bangladesh and a similar attachment by a British Library planner to assist in the preparation of plans for public library development. Bangladesh Public Library Survey was the consultant's report on a survey of public libraries in Bangladesh carried out under supervision of Mr. J.S.Parker, British Library Expert,<sup>108</sup> by a team of local librarians in 1978-79.

The consultant's participation in the survey was financed by the Overseas Development Administration of the British Foreign and Commonwealth Office (formerly the Ministry of Overseas Development) through the British Council. The British Council and the then Cultural Affairs and Sports Ministry made substantial contributions both in cash and in kind, to local costs in Bangladesh. The Overseas Development Administration also financed the computerisation of the survey data.<sup>109</sup>

The object of the survey was to gather accurate, detailed and comprehensive information on the then prevailing situation of public libraries in Bangladesh, in order to provide a basis for the planning of public library development under the Second Five Year Plan of Bangladesh, 1988-85.<sup>110</sup>

In February 1978, the government of Bangladesh formally requested British Council assistance for the first of these projects, which proposed to include academic as well as public libraries. In transmitting this request to the British Council in London, the British Council Representative in Bangladesh, Mr. V. Gordon Bennett, suggested that the scope of the proposed survey should be further extended to

---

108. Ibid., p. 11.

109. Ibid., p. 1.

110. Ibid.

include all aspects of library and information services in the country, to provide a basis for their future planning in accordance with the NATIS<sup>111</sup> (National Information System) concept promoted by Unesco. It was recognised that such an extended survey would take longer than the three months time originally envisaged, and that both the survey and the subsequent planning attachment might be carried out by the same person. The British Council in London finally accepted the task of surveying mainly public libraries of Bangladesh.

The proposal provided for the data collection phase of the survey using questionnaire and survey instruction prepared by the consultant. The questionnaire was designed to elicit maximum response from the desired persons. The survey covered 176 public libraries and the results were tabulated and analysed by computer.

The Report contained following major recommendations.<sup>112</sup>  
"Adequate statistics on public library users and public library use be collected, collated and used to provide a sound basis for the evaluation, planning and monitoring of public library services; The range of services provided by public libraries to their users be extended beyond the basic lending and reading room services- which should be provided by all public libraries to include, at least, proper reference, enquiry and request services; Public libraries be encouraged to provide instruction to their users in how to make use of their services; Any further public library development plans should take account of the similar levels of demand for public library services in urban and rural areas; Efforts be made to increase the proportion of the estimated

---

111. Ibid., p. 3.

112. Ibid., pp. 18-23.

potential user population which made use of public library services, particularly in the rural areas; The manuscript book form catalogues which were commonly found in public libraries be eventually replaced by more flexible forms of catalogue which would better enable library users to discover the contents of their libraries; Provision be made, under the Second Five Year Plan, for the establishment of a further 50 public library service points in urban areas; Provision be made in the Second Five Year Plan for an increase in the level of book provision in rural areas in line with the increase in the level of library service; Provision be made in the Second Five Year Plan for the level of book provision in urban areas; Provision be made in the Second Five Year Plan for an improvement in the condition of the then existing public library collections in both urban and rural areas by discarding obsolete and worn-out books at the rate of five per cent of the collections per year, and their replacement by new titles or new copies at the same rate; Provision be made in the Second Five Year plan for an increase in the level of current periodical provision in rural areas; provision be made in the Second Five Year Plan for the level of current periodicals provision in urban areas to be maintained. Efforts be made to establish, or encourage the establishment of, good modern book-binding facilities to help ensure the preservation of public library books in good condition so as to prolong their useful life; The National Library be encouraged to develop a national programme for the preservation and conservation of rare,

valuable and little-used library materials; Provision be made in the Second Five Year Plan for an increase in the levels of provision of all types of library staff, both fulltime and part-time, in rural areas in line with the increase in the level of public library service; Provision be made in the Second Five Year Plan for improvement in the salaries and working conditions of public library employees in order to attract adequate numbers of suitably-qualified staff into the public library service; Provision be made in the Second Five Year Plan for the improvement and expansion of existing library education and training facilities to enable them to produce adequate numbers of suitably-qualified personnel for employment in the public library service; Provision be made in the Second Five Year Plan for the allocation of suitable accommodation for the 50 additional public library service points proposed for urban areas; Provision be made in the Second Five Year Plan for all new libraries in both urban and rural areas to be properly furnished and equipped, and for these and all the their existing public libraries which lacked such items; The implementation of the recommendations of this report be made possible by the allocation, under the Second Five Year Plan, of adequate financial resources, chiefly from central government funds and mainly within the budget of the Ministry of Religious and Cultural Affairs and Sports; Provision be made under the Second Five Year Plan, for the establishment of a national libraries co-ordinating committee representing all types of library and responsible for ensuring their co-ordinated development; Provision be made under the Second Five Year Plan for the Ministry of Religious and Cultural Affairs and Sports to exercise closer control over public

library development; Provision be made under the Second Five Year Plan for the enactment of library legislation which would facilitate the implementation of the recommendations of this Report; Efforts be made to achieve improved co-ordination of bibliographical activity and, in particular to publish the national bibliography more frequently and more promptly.<sup>2)</sup>

The Report was unique and first of its kind in this country. One librarian said "it is a highly scholarly work, and perhaps the only tool to help planners start planning a library system in Bangladesh".<sup>113</sup> But unfortunately the survey was one sided and incomplete and as such total library picture of the country was not visible and available in the Report. Mr. Parker admitted that he could not make the report all comprehensive and perfect due to non-availability of proper and adequate statistical data, which was so necessary for any planning. The weakest part of the Report was that the survey cell, which was housed in the Bangladesh Central Public Library Building at Shahbagh, Dhaka ignored the functionery of the Bangladesh Central Public Library itself, which is the largest Govt. Public Library of the country, now Department of Public Library.

The survey report gave data relating to the collections and in some cases doubtful data on book issues. It gave the sordid conditions of the collections-out dated, worn, uncleaned books, not properly maintained and used. The survey also gave socio-economic,

---

113. Talukder, Alauddin. "Development of Public Libraries in Bangladesh". Paper read in the British Council Seminar on Library Development in Bangladesh, 1982. pp.10-11.



political and educational background of Bangladesh but it did not give background history of the establishment of any library as to who established them, why, for whom and under what circumstances. Mr. Parker admitted that the surveyed libraries were not well used. Even in the face of this situation Mr. Parker recommended to establish more libraries and replace the damaged books of the existing ones on the basis of an "estimated potential user population (EPUP)".<sup>114</sup>

In spite of shortcomings, lapses, and difficulties, the survey was the most valuable instrument for gathering ingredients for public library development planning. It will remain as valuable document for future planners of Public libraries in Bangladesh.

The report of this survey represented only the first step towards the development of a dynamic public library service for Bangladesh and a great deal of time and effort would still be required to translate the very general recommendations for future action into a coherent public library development programme suitable for incorporation in the Five Year Plans of Bangladesh. There is no fundamental reason, however, why Bangladesh, poor as it is, should not be able to develop a nationwide public library service fully capable of meeting and satisfying the demand for such a service which clearly exists in all sectors of the community and in all parts of Bangladesh. It is hoped that this Report will make great contributions toward the attainment of that goal.

---

114. Ibid.

THE ASIA FOUNDATION

While acknowledging the contributions made by foreign friends in the field of library development in this land the Asia Foundation of San Francisco stands foremost. Its support for Libraries and donation of books have been the main prop of librarianship in pre-independence and post independence Bangladesh.

The Asia Foundation since 1954 under their "Books for Asia programme" have been donating books to universities, Colleges, public Libraries and research institutions all over the land comprising Bangladesh. The Foundation's contributions are detailed below:<sup>115</sup>

<u>Particulars of help rendered</u>	<u>Dates</u>	<u>Financial grant</u>
1. Grant of 8 stipends for participants of Fulbright Course in Library Science conducted by the Dhaka University and purchase of course books.	1957-58	Rs.2,000/-
2. Generous help to fulfil the need for Microfilm Unit at the Dhaka University	1960	Amount not available

---

115. Information obtained from the Asia Foundation, Dhaka.

- |   |                        |                       |
|---|------------------------|-----------------------|
| 3. Donation of 100 steel Book boxes for introducing mobile (Box)Libraries and recurring cost of Rs.300 to Rs.500/-per centre, per annum for replacement of books and meeting contingent expenses. | 1961-62                | Amount not available  |
| 4. Making available the services of Professor Carroll C. Moreland, Librarian, Penn. University Law College Library for teaching Library Science in the University of Dacca.                       | 1962-63<br>1963-64     | Amount not available  |
| 5. Making subsidies to the LAB courses since 1963 through paying remuneration to teachers.  |                        | Amount not available  |
| 6. Granting of 30 scholarships @ Rs.75/- each to whole time trainees of certificate, Diploma and M.A. Courses in Library Science.   | 1963-64 to<br>1965-66. | Rs.2,250/-            |
| 7. Donation of a representative collection of bibliographies to the Dacca University Library  | 1964-65                | \$ 14,000<br>\$ 3,000 |
| 8. Donation of ½ ton airconditioners to the Dacca University Library  | 1964-65                | Amount not available. |

- |   |         |                          |
|---|---------|--------------------------|
| 9. Donation of Microcard Reader<br>to the Dacca University Library  | 1965-66 | \$ 3516.53               |
| 10. To strengthen the teaching staff<br>of the Dept. of Library Science,<br>the Foundation awarded 2<br>Scholarships to candidates for<br>studying library science in<br>Ratgers University and London<br>University.   | 1966    | Amount not<br>available  |
| 11. Donation of two photocopier to<br>Bangladesh Bank Library   | 1975    | Amount not<br>available. |
| 12. Making available services of<br>Mr. Dirkseelmace, a Canadian<br>expert in Law Library to the<br>Bangladesh Parliament Library<br>and also donating large number<br>of books, furniture, equipment,<br>supplies and bearing the expenses<br>for training the Librarian in U.S.A. | 1976    | Amount not<br>available. |
| 13. Bearing the air travelling costs to<br>delegates of Pakistan Library<br>Association Conferences in 1958 to 1961, 1963, 1964<br>and 1968.  |         | Amount not<br>available. |

## 14. Donating through EPLA

one set of library tools  
and two card catalogue cabinets  
for non-govt. academic and public  
libraries.

Dates not available.  
Amount not available.

15. Participation in the development  
of National Health Library and  
Documentation Centre under its  
development programme.<sup>116</sup>

Year.	Contribution	Form and shapes of contributions.
1975	230,333.00	Books, journals, subscription to current journals; furniture, equipment and supplies, medical and audiovisual equipment and raw materials and supplies; training of personnel; consultation fees to the expert; medical librarians training workshop; publicity tour to the Medical College; shipment costs etc.
1976	56,469.00	
1977	16,000.00	
1978	10,000.00	

---

116. Bangladesh. Ministry of Health and Family Planning  
Proforma, part A, project Digest, Dhaka: Planning  
Cell, 1980, p. 25.

USIS

The most tangible and permanent contribution of USIS in the land comprising Bangladesh were in the realms of library training and education. Though library science education courses started in Calcutta during the mid 1930's by the Imperial Library and Bengal Library Association, nothing was done within the territory now called Bangladesh until 1956. In 1950's the most important and largest library in Bangladesh was the Dhaka University Library which used sheaf catalogue and an indigenously developed classification system. As the collection was approaching a hundred thousand items, the library was facing the strain and burden in organizing the collection. As a result on advisory recommendation from USIS, the university library switched on to card catalogue and DDC system in 1953.

Initially USIS not only gave advisory guidance but also trained library staff of different libraries to organize the library collection. Copies of DDC schedule & indexes, both unabridged and abridged were procured by USIS and distributed to different libraries. USIS provided samples of card catalogue, catalogue trays and other samples of library supplies. Volunteers were recruited to give in-service training by USIS Library. The library world of Bangladesh was fascinated by the advent of new tools which were unknown to larger section of the library community.

In 1955 with the aid of USIS and sponsorship of U.S. Education Foundation in Pakistan and the Dhaka University, a four-month course in librarianship was started with an American instructor. The course continued for few years with the initiative of the Director of Library Services of USIS and the Librarian of the Dhaka University.

Another important activities of USIS was its presentation programme. Foreign books were not always easy to get. Beginning from 1956 USIS started a presentation programme to institutions and individuals and about a hundred thousand books were distributed each year.<sup>117</sup>

Another very important programme was the book translation, under which, with the assistance of local publishers and writers major American books were translated. From 1957 to 1970 in average 50 titles were translated into Bengali each year.

#### British Council.

The British Council in Bangladesh was opened in 1953. The Dhaka library grew to 50,000 volumes mainly of a developmental nature and with its two branches in Rajshahi and Chittagong, each of 15000 volumes, serving not only university students, teachers, researchers and Professionals, but also displaying a good example of British librarianship in Bangladesh.

---

117. In]formation collected from American Cultural Centre, Dhaka.

The British Council involved since its inception in library development in Bangladesh playing its part in the setting-up of the (then) East Pakistan Library Association, and providing a British expert to advise on the creation and curriculum of the Dept. of Library Science, Dhaka University.

It assisted in other ways; by long and short-term visits of Bangladeshi Librarians to Britain (about 2p.a.); by provision of British professionals to consult with local professionals and to run training courses. In recent years, some notable visitors have been: Mr. G. Thompson (Librarian, Guildhall Library, London, and former President of the British Library Association) to advise on libraries design and planning, Mr. J. Downing (Inst. of Development Studies, Sussex University) to work with the Civil Officers Training Academy, Miss D. Guthrie (Institute of Education, London University) to work with the Institute of Educational Research, Dhaka University and a course for medical librarians run in conjunction with the National Medical Library and IPGMR.

Prominent among the Council's interests is the wish to assist the Bangladesh government in national plans for library development. The survey of Public libraries in Bangladesh, 1978-79, was funded by the British government (not UNESCO, which seemed to be the popular misconception) and directed by a former British Council Librarian, Mr. J. S. Parker. He returned in 1982 to attend the British Council-funded National Seminar on Library Development attended by 50 Bangladeshi professionals and civil servants.



A major source of assistance is the British-government funded Books Presentation Programme. Since 1973, the Council presented over 1/4 million of Books to 150 institutions in Bangladesh as well as making block grants to all the universities of Bangladesh to help them replace stock lost in the 1971 war. The Bangladesh, based staff of the British Council also assists by offering in-library training, advice to libraries on request, and taking part in seminars and work-shops.<sup>118</sup>

In the financial year 1977-78 the British Council contributed £ 10,000.00 for purchase of books, subscription to current journals, training for medical librarians, purchase of coupons from British Library Lending Division and equipment for photocopying and bibliographical services<sup>119</sup> for the NELDC.

Before concluding this chapter we must acknowledge in short though not in details the contributions and generous help rendered by India, our neighbouring country, the greatest democracy of the world, having the great speed of development in education, industry, technology, agriculture etc. After Independence in 1947 India gave emphasis upon the development of education including development of libraries. Her development in these

---

118. Information obtained from British Council Library, Dhaka.

119. Op.cit., 116.

fields are colossal. In her development in education the sense of patriotism, leadership and scholarship was mostly prominent. In some of the states Library Legislation was even enacted. The network of public libraries in India is significant. Academic libraries are reasonably developed. India is now in a position to help the neighbouring countries in the development of libraries and as such she has been helping Bangladesh in library development with the long term Ph.D programme, short-terms visits and book grants under bangladesh-India Cultural Pact. One scholar recently came to Bangladesh from Benaras Hindu University having his Ph.D. Degree. Another lady scholar also has been doing her Ph.D. in Kerala University under the supervision of Prof. K.A. Isac. The Indian Information Centre Library, Dhaka established by the Govt. of India after 1971 has been effectively serving the college, university and research students and general public, by providing valuable Indian materials for research.<sup>120</sup> It is hoped that in future also the Govt. of India will help Bangladesh in planning and development of her public, academic, special and school libraries by providing scholarships, fellowships, advisory service, book grant etc.

---

120. Information obtained from the Indian Information Centre Library, Dhaka.

Thus it is found from the above discussion that the contributions of international and foreign agencies and organisations were no less important in the development of library services in this part of the globe. All of them assessed the library situation and made many important recommendations on the national level after pointing out the loopholes and defects of the then library services. The UNESCO Regional Seminar of 1959 emphasised on the inseparable relationship between libraries of all types and production of books. The Regional seminar on Library Development of 1960 was very important for making a long list of recommendations for library development, which were very pragmatic for development of libraries of this area. The CENTO Seminar of 1982 stressed the need for library co-operation among Iran, Pakistan and Turkey. The CENTO Seminar of 1966 surveying the then position of library situation of Pakistan suggested suitable measures for its development. The Parker Report enlightening us with the then miserable condition of public libraries of Bangladesh identified the most important fields of development in libraries during the Second Five Year Plan of Bangladesh 1980-85. All the above suggestions of the agencies were made after thorough discussions of the then prevailing situation and future requirements of libraries. The recommendations of these agencies served as the guidelines for library planning in these areas. But the agencies did not unfortunately take any measure for motivating the participating countries for taking necessary steps for their execution. They could at least request the international aid-giving

agencies to consider the execution of their recommendations within limits as one of the pre-condition of giving aid to the participating countries. The foreign agencies not only gave advisory services but also gave direct help in the form of foreign currency, scholarship/fellowship book grant etc. Bangladesh requires more and more help for her library development planning.

CHAPTER : EIGHT

CONCLUSION

All the plans, schemes, Committee Reports prepared in this part of the world since 1947 except four were general plans for the overall development of the country but not exclusively and absolutely on the planning and or development of libraries. The Planners while making plans in most of the cases, for educational development, incidently, recommended or put emphasis on the development of libraries without making any serious study as the basis of collecting information about libraries of our country. They did not go deep into the problems of libraries and librarianship in the country.

One noticeable characteristic was that each plan had very little link or consistency with its predecessors. The planners seemed to have not enquired about previous proposals/reports and forgot that every development Plan was perspective having link, influence and impact upon later Plans and schemes. It is painfully observed that some of the points stated in the Key Report, for example were not considered in the later reports. As such there was heavy wastage of labour, money and time in the field of library development.

Another observation is that although library development plans should have been prepared by the librarians, in Bangladesh except in very few cases, all the Plans were prepared by the "experts" in other fields who had no adequate concept of organisation and administration of libraries and methods in librarianship.

The common feature noticeable among them was that all the planners of government sponsored Plans as well as Plans sponsored by other bodies realised the potentials and importance of the role of libraries

in the development of education and they remarked that libraries were in a deplorable condition. No doubt they desired the development of libraries, but did not take pains or endeavour to initiate development work and did not recommend a workable, functional, pragmatic and comprehensive Plan alongwith the "plan for implementation". The planners and concerned authorities spoke loudly of "deplorable conditions" in libraries, but did not make tangible efforts for the rapid, reasonable and timely development of libraries. Planners from the very beginning of the Partition and emergence of Bangladesh were pre-occupied with other burning problems like hunger, poverty, lawlessness, basic industries etc. The pain of hunger definitely comes first. Most probably for these reasons, although the planners were conscious of the role of libraries and their development, they could not give due, proper and timely emphasis and attention to the development of libraries. This was well illustrated in the First Five Year Plan of Pakistan. Libraries and librarians in spite of possessing an important role in the socio-economic development of the country also failed to exert and impress their influence upon the people, society and government. There were many distinguished personalities and scholars on the Commission/Committees and librarians could not change the very idea in them that library was not a big store house or godown of books. Thus Paul Sykes said "Libraries are irrelevant to the lives of most people. As a general rule they are treated with indifference by the public, the media and the politician...The library profession has failed to look at the world that exists outside their library windows".<sup>2</sup>

---

2. Sykes, Paul. The Public Library in Perspectives: an examination of its origin and modern role, London: Clive Bingly, 1979, p.148.

The other side of the picture revealed that unprecedented, unwanted and unfavourable socio-economic changes were so frequent and fast that no programme of development got a favourable environment for its proper implementation and execution. The First Five Year Plan of Pakistan failed due to local and international unprecedented crises. Before the Fourth Five Year Plan of Pakistan was executed, Bangladesh emerged as an independent country. The Bangladesh First Five Year Plan faced tremendous unprecedented local and foreign inflation and was shattered. Thus all the plans were affected by changes in underlying assumptions and exogenous variables such as technology, prices, investment alternatives, condition of world trade etc.

The Annual Development plan which is a valuable instrument of implementation of plan not only in giving more concrete shape and content to a Five Year Plan but also in adjusting plans to changes in assumption and exogenous variables did not take necessary and adequate steps for proper adjustment of library development plans. Inadequate provisions were made here, in almost all the annual plans. The Annual plans also failed in most of the cases in making sound assumption regarding administration capacity and implementation ability.

The implementation shortfalls of the plans of Pakistan were due to several causes. Non-development expenditures exceeded expectations, earnings of foreign exchange fell considerably short of the plan projections; and receipt of foreign aid was slower and more meagre than was needed. A considerable rise took place in both internal and external prices upsetting the cost calculations included in

the plan. Adverse factors beyond the control of public policy and human efforts, particularly unfavourable weather and deterioration in terms of trade and commerce were exceptionally serious. Many projects took a longer time to complete than had been expected, chiefly due to deficient advanced planning, shortage of key personnel, equipment and materials and inefficient co-ordination among government agencies. Above all there was failure to observe the discipline of the Plan.

The shortfall in the performance of the economy during the Plan periods of Bangladesh could also be attributed to a number of economic and non-economic factors such as resource shortfall, natural calamities, inflation, institutional weakness and management problems. That the management problem was the key factor for the poor performance of the economy and inadequate utilisation of Bangladesh's productive potential was almost ignored. Though painful it must be admitted that during this period the law and order situation of the country deteriorated to such an extent that every aspect of national life including development of libraries was adversely affected.

One of the fundamental drawbacks of all the government and non-government plans except the East Pakistan Library Development Committee Report which was prepared for inclusion into the Fourth Five Year Plan of Pakistan was that they did not specify the nature of planning-administrative planning or physical planning. In this connection it may also be stated that some of the plans stated in chapter 4 and 5 did not particularise in specific language and terms as to whether the Plans framed were for either of the National Library, Public Library or Special Library.



Among the number of findings from the working of the planning machinery for the development of libraries from 1947 in this part of the world now called Bangladesh, the important one was the lack of participation by the political leadership in all stages of the planning processes, starting from the broad outlines of a plan to the details of preparation and implementation of programmes and projects. The political leaders have always kept far away from the day to day development of the planning processes of libraries. The technocrats who provided leadership of the commission did not succeed in gaining support among the interest groups to get their recommendations accepted and implemented. The lack of effective co-operation between the administrative ministries and the Planning Commission was one of the major obstacles to rapid development of libraries in this area.

Another important point is that library development right from the beginning of Pakistan Rule suffered heavily as a result of the friction between the planning machinery run by "outsiders" and the "elite" civil service in control of the governmental decision making machinery. It was observed that the elite civil service, being all pervasive in the Government machinery was mainly responsible for frustrating the planning machinery.

Planning in Pakistan and Bangladesh had been unrealistic. Targets fixed were too high for achievement by the administration. This was very clear from the Five Year Plans which set unrealistic targets for accomplishment.

Overall picture of public library finance in Bangladesh after emergence was not encouraging. Upto 1979 the amount spent per potential user population was 30 taka only. In respect of total population

the expenditure was only '06 taka per head. There were wide variations in the levels of finance provided in the different divisions. Ninety one per cent of all public library finance went to the urban areas, which received 40 times the amount of the rural areas. Government funding instead of redressing this imbalance increased it. This was the situation during TYP in 1979 according to the report of J.S. Parker in Bangladesh Public Library survey, 1979. The position did not improve much after this. This was almost due to the absence of any overall national policy for library development.

Bureaucratic supremacy right from 1947 was another striking factor which hampered the development and establishment of libraries in the country. As a result librarians and citizens had very little say in these affairs. This is evident from the very fact that right from independence of Pakistan to 1971 the people's representatives in the true sense of the term ruled the country for a very short time. The country was under the rule of the civil and military<sup>3</sup> officers for a considerable period. The same tempo is visible even after the emergence of Bangladesh. Here also the military and civil officers were determining the future destiny of the country allowing very little opportunity to the people for finding their own luck. Whatever was recommended in the plans, depended absolutely on the sweet will of the high officers who in many cases allotted only the residues of allocation for library development. Thus this lack of initiative and apathy of the administrators mainly accounted for the retarded growth and unplanned development of libraries.

---

3. Janowitz, Morris. Military Institutions and Coercion in the Developing Nations, Chicago: The University of Chicago Press, 1977, pp. 43, 46, 63, 166-67. See also Muhammad Asgar Khan. Generals in Politics-Pakistan 1958-1982, Dacca: University Press Limited, 1983. Pages vary.

Planning obviously depended upon needs and demands from people. Though need for libraries in academic institutions, adult education, recreation, economic development, etc. were always agreed without any reservation, there was no demand for establishing libraries from the people. There was no healthy library movement in the country. No party in power ever included library development in its manifesto. In a land inheriting the deep rooted tradition of "follow the leader", the cause of libraries failed for want of right leaders. "It was not so much of the cause of light that failed, but the public-lighter that failed".<sup>4</sup>

One very important drawback of library planning in Bangladesh was the lack of emphasis on the development of libraries in the primary schools and villages. Education in the primary schools and in villages is the foundation of education. In the absence of library at the root or foundation, the entire structure of education in the country had been weak. Most of the plans emphasised the college and University library development. The majority of the plans were silent about school libraries not to mention primary school and village libraries. The emphasis was a passing reference without any details. If the foundation is weak, the upper floor can not be strong. Although from our viewpoint, some of the University libraries more or less had a good collection, not from the Western viewpoint, yet the standard of higher education was fast decreasing day by day.

---

4. Khan, M.S. "Libraries in Bangladesh", The Eastern Librarian, Vol. 1, No.3, p.67.

Reading habit was not developed even among the University students at the graduate and post graduate levels. The root cause lies in the fact that there is a lack of the formation of reading habits due to nonexistence of libraries in the primary schools and villages. The very system of higher education does not encourage students for extra independent study. Our Library planning instead of being started from the Lower levels i.e. primary schools and villages, started instead from the highest levels-universities and colleges, which failed to impart fruitful instructions for creating reading habits among the library users.

Libraries of all types in Bangladesh are not uniformly and systematically developed. Very few special libraries were well-developed. University libraries, of course, got better financial grants. Some of the college libraries were very old and had good collection in their stock. Other colleges had "proforma" library, not to speak of library in the true sense of the term. The secondary school libraries are deplorable. In most of the Madrasahs and primary schools, there are no libraries. This state of affairs is injurious for healthy and harmonious growth of education and culture in the country. The situation is certainly due to absence of centralised library planning and executing authority.

The library has a great role to play in the socio-economic development of the country. But library development planning has not been approached while keeping in view the social and economic needs of the country. Books furthering the cause of the development of social values and economic needs were not recommended in any of the plans.

Books on family planning, character building, small industries etc. are required in the libraries. The planners did not emphasise that the library was an economic investment for educational and cultural development in the then Pakistan and present Bangladesh.

Library planning, not to speak of general planning here since 1947, did not perfectly observe the main implications of planning, namely (a) formulation of objectives or goals, (b) fixing targets to be achieved and priorities of development, (c) mobilisation of the financial and other resources required for the execution of the plan, (d) creation of necessary organisation or agency for the execution of the plan, and (e) creating machinery for assessing the progress made. Considering the points of implications of plans, it is found that in no plan there was adequate and appropriate formulation of objectives or goals for library development in clear terms. Fixing targets to be achieved and priorities for particular aspect or type of library for development were not rationally done in the plans. No exclusive provisions were made for mobilisation of the financial and other resources for the execution of the Plan of library development. This very vital point, last of all, was left to the kindness or discretion of the concerned officers. All the plans desired the development of libraries in different forms or degrees. But no planning authority made any attempt for the creation of necessary agency (Library development Authority) for the execution of the plan. Whatever amount of money was spent every year, progress of development work was never assessed, evaluated and published for information and necessary action both for the public and implementing agency.

The foregoing discussion of library planning from 1947 shows that the planning of the services were not duly and fully considered (i) to review and rectify certain current ideas, unsatisfactory from all points of view, (ii) to ensure further and better use of the library facilities already available; (iii) to bring about an organic expansion of such facilities and (iv) to improve library systems, administrative methods and standard of services. Though the planners described the library situation as "deplorable" they did not identify the factors, unsatisfactory from all points of view, and they did not suggest measures for rectifying them. In the same way they remarked that libraries are the "heart of the institution", "public libraries are the people's universities". But they did not identify in a majority of cases the specific points and stages requiring development, from the standpoints of children, adolescents and adults. In most of the cases their statements and recommendations were of general type. The planners did not make any provision for bringing about an organic proliferation and expansion of library facilities already available. It is observed that there were lack of coordinated library system, machinery, authority and administrative methods in the planning of libraries in Bangladesh. A long list of planning is available in the foregoing chapters, but in none of them was there any suggestion or recommendation for the introduction of a sound library system and library legislation in sufficient details, effective and functional machinery and administrative methods. Things were placed at the hands of clerks and officers many of whom were promoted from the posts of clerks, with occasional supervision of superior officers. The lack of efficient machinery

caused the greatest damage in the process of library development in the country. The planners, had little ideas about Library System . Another very important point, noticed from the thorough examination of the plans stated above, is that the planners did not make in sufficient details any provision to improve the standard of the services of the administrative, professional, technical and auxiliary staff.

Intensive and extensive study of the Plans reveals that they did not observe the methodical and objective investigation of the then situation and shortcomings of the libraries at national, regional and local levels and from the quantitative, qualitative, administrative and financial angles. No panel of librarians like the panel of economists, scientists was ever formed for suggesting the fields of development. In no Plan, there was separate and exclusive drafting of programmes for the extension and improvement of library services, for specialist criticism and observations, and thereafter its adoption and implementation on an experimental basis. In the case of Five Year Plans, draft plans were circulated. But the circulation was so limited that interested persons missed the chance of seeing it. In the absence of any separate chapter for Libraries, the specific points were mixed and amalgamated in most of the cases with education, here and there. It was very difficult and time consuming to collect all the points mentioned here and there in the plans to form a comprehensive and objective view about library development. There was every chance that one might miss one or two sentences about library development even after thorough perusal of the big volume of one thousand pages in some cases. Moreover, the plans did not contain any index. The drafts, for obvious reasons, failed to attract the attention of the educationists and other person not to speak of the librarians. As such the

specialist criticisms and observations were very few and incomplete. Moreover the limited specialist criticisms, put forward was not considered by the ruling bureaucrats at the helm of planning. This point was evident and clear when we studied the Draft Fourth Five Year Plan of Pakistan. The specific development plans both from West Pakistan and East Pakistan entitled SPIL Report and East Pakistan Library Development Committee Report respectively were submitted as recommendations for inclusion in the Fourth Five-Year Plan in its final form. But the final Plan almost ignored the recommendations and thus the main purpose was foiled.

Concepts of economic and social planning had not been introduced into the field of libraries. Sporadic attempts were no doubt made to organize a particular sector of library services such as public libraries but Bangladesh had not endeavoured to build up a national library system which could integrate the resources and services of all types of libraries in the overall interest of the country.

Provision of Library Services suffered from serious deficiencies in coverage and quality as a consequence of the lack of sound educational planning. Unfortunately no Educational Policy or Programme from 1947 to 1983 was properly prepared and accepted. Developments in education were however fortuitous and intermittent, with no real benefits of the people.

The philosophy, objectives and system of education had not yet been determined. Many Education Commissions were formed, but the standards of educational systems at different levels had not even been fixed. As such library planning had been obstructed. Primary education had not been compulsory. Accommodation in primary education was pitiable.



Secondary education mostly depended on donations. The overall condition of most of the primary and Secondary schools was so poor and deplorable that one might not dare to think of Planning libraries for them. Moreover the system of education at different levels had not been made library-based. Students read some pages of text books and they passed the examinations. Many students without reading text books cramed some easy note books available in the market. Surprisingly in many cases they passed the examinations with credit. So in such conditions students did not feel the necessity and incentive of going to the library. As a consequence the planners also did not feel encouraged in giving emphasis in library development in schools and colleges though since 1947 large number of mushroom schools and colleges were established in every nook and corner of the country. Setting up of new colleges and schools became a political issue for winning elections. The planning of library was not always considered along with the construction of the building of the institution. As such library provision lagged behind.

Libraries which had been called "the memory of the human race" was not too well-known to the immediately previous generations of educated Bangladeshis. Undoubtedly most of them flaunt higher degrees from universities but their's was in the main, a memorization via 'Cribs' based system of education and not a library-based "find out for yourself" system of education. The fault was not theirs; libraries were then few in number and poor in condition and many educated persons were as such strangers to libraries. As such our administrators and even educationists of eminence did not emphasise the need of planning libraries and helping in their establishment and development.

It is important that National Library Association and other related associations be involved in planning for the development of library services. But it is very much doubted from the analysis of the previous Plans whether the Library Associations had any effective role in library planning.

State, regional and local planning was also necessary in order to apply national standards and goals to local factors. Local factors of East Pakistan differed from those in West Pakistan. So the national planners could not fully understand the local factors of East Pakistan in Planning libraries e.g. their reading habits, their hopes and aspirations, their customs, their social and economic needs etc.

Another important step in planning is the development of national standards for libraries. These standards should set forth sound principles and practices in terms of organization and administration of library services, library materials, and general operating expenses including maintenance costs, equipment, supplies, travel and other expenses. It must set an overall guide including sample budgets for libraries. But the aforesaid Plans did not set any such standard for library development for Bangladesh. So it can be concluded that the concept of library development based on standards for personnel, resources, services and building was not developed during Pakistan rule and in Bangladesh.

Unfortunately most of the aforesaid Plans did not put any emphasis upon standard of library training and education. Some of them even did not mention anything about library education. Even to day most of the library staff in the country are untrained not to

speak of holding Diploma or Degree in Library Science from the university of Dhaka, the only institution offering Diploma and M.A. Degree in the subject. This lack of adequate provision for library education was one of the important factors for unscientific planning of libraries.

No plan made by the govt. recognised librarianship as a technical profession like doctors, engineers, agriculturists etc. This non-recognition adversely affected the socio-economic position of the profession. So libraries and librarians were treated indifferently by the society. This unhappy situation worked against proper planning and development of libraries.

The aforesaid plans except the "Enam Committee Report" did not make any provision for personnel management for the smooth functioning of libraries. The personnel relationship in the absence of specification of duties was not so cordial. The absence of qualification test and employment rules also created hoich potch in the libraries. Thus the overall objectives of the organisation were not accomplished.

No plan except "Enam Committee Report" did mention anywhere that libraries should be administered only by the professionally qualified persons with Degree or Diploma in Library Science. As a result employers in some cases did not select professionally trained candidates for running their libraries. As a result many untrained persons were employed in govt. and non-govt. libraries including the University of Dhaka, the "Oxford of the East" as popularly known in the past and even today. It is surprising to note that the only university in

Bangladesh imparting post-graduate library education since 1962 has not yet felt the need of appointing a professionally qualified librarians for the library which was established in 1921. This is exactly like a father who disowns his only child.

A critical appraisal of the Plans since 1947 revealed that there was foreign influence and impact, upon the establishment and development of libraries in this part of the world. Many Library experts from America and England visited and conducted courses in Library Science. They left some influence upon the library development of the country. They propagated and displayed the idea of open-access system which was first introduced in the Central Public Library established in the then East Pakistan. Other libraries established later, followed that lead also. The syllabi of the Dept. of library Science was the blending of the Syllabi of the School of Librarianship and Archives, University of London and those of the American Universities.

A critical analysis of all the Plans revealed that there was piecemeal planning of libraries by government with problems tackled in isolation.<sup>5</sup> Library planning has to be comprehensive and not isolated and piecemeal. Hence individualistic, isolated and independent action for development of various sectors of library is naturally out of place. Library development efforts here were not properly co-ordinated. Library development endeavours were haphazard, diffuse, indiscriminate and pitiful whereas it ought to be regular, and systematic.

---

5. Jackson, Moles M. International Handbook of Contemporary Developments in Librarianship, Eastport, Connecticut: Greenwood Press, 1981, p.180. One of the contributors was Dr.A.M.Abdul Huq, a Bangladeshi now working as Associate Professor, St. John University, New York.

After Partition of India library movement and library development were beginning to take shape in West Pakistan. In Karachi alone, about fifty libraries were founded by the then central government in the research institutions immediately after the establishment of Pakistan. The Directorate of Archives and Libraries was set up in 1949 by the central government in Karachi in the then West Pakistan. The Liaquat National Library, envisaged as a great national institution, was established in Karachi in 1951.

There was no such Plan for establishing a counterpart National Library due to geographical factors in the then East Pakistan (Now Bangladesh) resulting in deprivation of the rights of the people here. Another important point of disparity was that two Departments of Library Science were established in West Pakistan but only one Department of Library Science was established in Dacca, the then capital of East Pakistan. In total West Pakistan had three Departments of Library Science whereas East Pakistan had only one Department of Library Science. The four library schools established were: University of Karachi (1956), University of Dacca (1959), University of Punjab (1959) and University of Peshawar (1962). The University of Karachi started Ph.D. course in 1961 whereas the University of Dacca was not planned and allowed to institute the Ph.D. course in Library Science. The following chart will show the degree of total disparity.<sup>6</sup>

Development Expenditure in Pakistan in Million Rupees-

	East Pakistan			West Pakistan		
	Public	Private	Total	Public	Private	Total
From 1950-1970.	20,430	9,530	29,960	30,350	31,630	61,980

6. Sobhan, Rehman and Ahmed, Muzaffar. Public Enterprise in an Intermediate Regime-A study in the political Economy of Bangladesh. Dacca: Bangladesh Institute of Development studies, 1980, p.33.

Surveying the reading needs of urban and rural communities is one of the important pre-condition of the Library Planning, but the aforesaid planners did not survey the reading needs. As such we find that public libraries were not well used by readers. Readers did not get books according to their choice and interests. The same conditions prevailed in university libraries, special libraries, college libraries and school libraries.

A thorough investigation into the Plans also revealed that although librarians of the country were excluded from the Planning Commission/Schemes/Projects, they on their part did not virtually take any spontaneous step and initiative for planning their own libraries or libraries of the locality or region, not to speak of the nation as a whole. They waited for development Plans to be prepared by the government for their own libraries. They did not prepare or try to prepare any development Plan for their own libraries say for building, service, or staff etc. and submit it to the authority for implementation. This unfortunate situation was mostly due to the fact that the librarians of the country, most of whom were the products of the University of Dhaka, were not given any idea or instruction about elements, methods and mechanisms etc. of Library planning in the course of doing their degree and diploma. They were almost in the dark about them. Moreover the resources in the form of personnel, money, materials etc. at the disposal of the librarians were limited. In many cases they were busy with their prestige, status, pay scales and survival, not to speak of development. Most of the academic libraries of the country were located in rooms not originally planned.

for libraries. The librarians in many cases had no separate rooms to sit in. They had no special grant or budget for library management at their disposal. As a result they had to pray and wait for even paper, pen, ink etc. from the controlling authority or parent institutions. Their position was so ludicrous that they were busy with their jobs not to think of any development Plan. Library was so insignificant and negligible to the authority that the librarian in many cases did not dare to utter for its development. As such the librarians right from 1947 up to 1983 in most of the cases played passive and dormant roles in planning. In the past, person in the good book of the authority having no professional qualification was placed in charge of the library. This situation was visible not only in school, college and special libraries but also in some of the leading university of the country. As such designated librarians having no idea about modern librarianship was unable to take any initiative in development planning. This situation is rapidly changing. It is now desired that persons with professional qualifications be appointed Librarians for all round development of libraries.

At the time of interview with the old and new librarians, this researcher came to know that in many institutions librarians were used, misused and abused by the authorities under duress and they were not given desired freedom, autonomy and liberty to develop their libraries rather they were dictated by the authorities. They were in many cases used for official works and in some cases even in personal activities of the controlling authorities. One of the factors behind this situation was that libraries were not fully used

by students, teachers and others. Librarians were without any work in the library. The librarians could not organise the library for its constant use by students, teachers and the public and as such the authority finding the librarian sitting idle without any activity misused the talent, potentiality and resourcefulness of the librarian. The lack of attitude of the authority for proper use of the library by the clientele was also responsible for this misuse.

Some librarians finding or having no interest in library services and activities naturally and obviously diverted their attention and interest in other official and 'extra curricular' activities. Through 'extra library activities' they wanted to please their controlling authorities. Thus it was observed that during the period under research, both the controlling authorities and the librarians having no or poor idea of librarianship, philosophy of librarianship caused great harm towards proper planning and development.

Another observations is that none of the aforesaid Reports except the Report of the East Pakistan Library Development Committee (1969) considered the modern technological developments, applied or applicable in the libraries of the advanced countries. The impact of technological changes has, of course affected persons using service and also those providing them. The use of some technical equipment has been now a days essential for library services and dissemination of information. But majority of the libraries in Bangladesh had not even one telephone not to speak of other modern sophisticated equipment.

Sometimes criticisms are heard that even after decades of planning, Bangladesh library situation remains as it was and very little change has taken place. It is a fact that network of libraries has not been established. All the existing libraries have not been well



organised. All librarians have not been well trained. Many holdings are out of date and standard of service has not been high. While appreciating the impatience of critics to see a better condition of libraries in Bangladesh, it has to be noted and admitted that such criticisms are not fully misdirected. If not anything else, they showed a wrong or at least an insufficient understanding of the nature and scope of planning for development of libraries. The period only marked the beginning of a long series of efforts and endeavours towards the achievement of that much desired goal, the final end, however far off. While long-term results are still to be achieved, it has to be admitted that some very valuable short-term results have been attained.

It is a fact that a base has been created for the development of libraries and this in itself a big gain. Putting it the other way one can unhesitatingly say that in the absence of planning, library situation would have been much worse off than what it is. The significance of some eventful achievements can not be lost sight of.

But the question may arise that even though some results have been attained, could not the achievements have been still better? Has not the progress been slow, uneven and rather halting? In other words, while admitting the credit side, are not there also big debits?

Undoubtedly, there had been omissions and pit-falls, probably too many. These were to be frankly acknowledged. Crores of Taka that had been spent in the development of libraries had not brought commensurate results. The people themselves and the administration were in a great measure responsible for this situation. The administration had neither the strong zeal or enthusiasm to expedite the speed of library development. Corruption and misuse of public fund

continued to exist. Redtape, hidebound routine and self-seeking servants who considered a job as security and not service caused great harm to proper planning of libraries. In the library sector, complaints of wastage, leakage, faulty estimates and wrong constructions were widespread. The nation as a whole had not been aroused to contribute its share to the development of libraries of all types.

Planning ultimately can succeed only in a proper mental and congenial physical climate. In an atmosphere, where every librarian blamed everybody else, without anybody doing anything, no great things could be in offing. Planning is an adventure, and exciting task. Here there was no sense of that adventure, no excitement, no zeal and pride in the task of development of libraries. The executive personnel entrusted with the task of implementation did not imbibe the spirit of adventure. The mass mind did not rally round and the legislators and the politicians did not show greater concern for the cause of library development. Because of the lack of transformation of this spirit as stated above, the aforesaid plans/schemes/project could not produce but very little results. There is no denying the fact that with a more streamlined application of the plans and schemes stated in earlier chapters much better results could have been achieved in the field of development of libraries in the area now called Bangladesh.

Three decades of library planning here had been an eventful period. We achieved during the period of 1947-1983 results which were not upto our expectations. We also witnessed failures and shortcomings which could not but give us shocks and frustrations. On the whole we gathered valuable experience that can now be used as a guide for achieving better results.

One decade of independence of Bangladesh has brought about increased emphasis on library developments, but these developments continue to reflect, both directly and indirectly, the earlier influence. Perhaps a period of twelve years is not long enough to make apparent significant changes in the cultural influences that resulted from the long British and Pakistan domination. It is likely that, as the period of political independence increased, the long-lasting effects of the British and Pakistan heritage will decrease.

### Suggestions

Library development Planners in Bangladesh were not supplied with the guidelines for planning for development of libraries. So the following points are suggested: Library Plans should be designed as an integral part of the over-all national plan for development motivated by national goals and ideals. Library Plan of whatever duration should keep in view the national objectives in education and be thought of not only in terms of needs that it is designed to meet, but also in terms of the values, attitudes and motivations that it is desired to create, modify or strengthen. Plans should view library as an investment in human capital, and the priority assigned to it should not be less than that assigned to investment in physical capital; hence, allocation of resources to libraries should not be residual in character. In view of interdependence of the various sectors of national development, library plans should be based on joint and properly co-ordinated thinking and efforts

of specialists in various related disciplines, ministries, and departments. The data needed for designing a library plan can be obtained from an analysis of the manpower needs for human resource development. Targets should be viewed as milestones (or stages) on the road to the ultimate development goals. Hence, whatever be the duration for a particular plan the plans must have these goals in view and measures envisaged in the Plan and the Plan must contribute meaningfully to them. Library development plan, even though designed for a particular period of time, should have elements in it with short-range, medium-range and long-range goals so as to result in a viable development policy. In fixing priorities, certain libraries which are of strategic importance to the nation should receive proper consideration. There must be balanced growth of libraries in all directions. This is derived from the concept of harmonious development of the various stages of education which are interrelated and interdependent. The library plan should provide for the reorientation of the attitude of the community as well as of the academic profession towards scientific and technological education, both of which need to be emphasized in the development programme. With a view to making the people development minded, a drive for library development through press, radio, films, television, and special lectures arranged under the auspices of various departments of government, cultural organizations, universities, colleges, and schools, is an essential part of the strategy for the success of any library development plan. Every plan must be regarded as a national plan above narrow party politics. This is absolutely necessary because it would be impossible to raise the necessary internal resources for financing various library development projects and programmes, unless all the political parties in

the country are determined to implement the plan and appeal to the people with one voice to make their contributions to the plan in various ways.

The country must get rid of regional, linguistic and other narrow sentiments and give the highest priority to the needs and requirements of national planning of libraries. Administration of the country at all levels, particularly at district and Upozila and below, must be improved visibly and effectively. Every effort must be made to avoid wastages in expenditure. Library planning in Bangladesh, as in other countries, can succeed only if we are able to take care of, at the same time of the ethical and moral standards of the people. Unfortunately we are tendentious to pay too much attention only on raising the material and physical comforts of the readers with the result that we do not lay adequate emphasis on building the character and moral fibre of the people. Without creating honest and efficient human being in the country, it would not be feasible to undertake library planning on a big scale. Bangladesh is passing through a major economic and social revolution. It is becoming predominantly an urban society characterized by the rise of great metropolitan complexes and the emergence of district and upazilla cities. This society needs planning to give guidance to all future development, specially in the field of library development. Indeed, one of the librarians' primary duties should be to plan. But the Bangladeshi librarians failed to plan as indicated in the earlier chapters. They also did not consider the factors necessary for planning. Librarians' planning decisions must take into account the increased enrolments in schools, colleges, and universities, the growth of geographical shifts in the population, the knowledge explosion resulting

in the increased outpouring of books and periodicals, the latest technological developments in the rapid copying and computer fields and the increased financial support by government. If librarians are to meet the challenge and take advantage of the opportunities presented by these changes, they must anticipate and plan to accommodate them.

The most difficult problem facing the library development planner is that of collecting and analysing the data on the existing library situation. The framework prepared by J. Stephen Parker in the book edited by him is comprehensive and useful for systematic collection of data for library planning and it may profitably be used in the case of Bangladesh with some modifications.

Environmental factors	Essential precondition	Organizational structure	Infrastuctural elements	Technical operations	Access	User and user service
1	2	3	4	5	6	7
Geography and climate	Estimated potential user population (EPUP)		Information store	Identification	Guides to Library resources	Actual user population.
History and Politics.	Population (rate of growth of population)		Legislation	Selection	Deployment	Modes of user service.

1	2	3	4	5	6	7
Culture and Social factors	The supply of information		Staff, Accommodation, furniture and equipment	Procurement Conservation and storage	Arrangements of collection Arrangements for access.	Reference mode, lending mode Direct service mode.
Administrative factors	Library potential		Finance			
Population						
Economic factors (local and external)						Instruction in Library use.
Transport and telecommunications						
Mass communications and entertainment						
Education and research						
Existing Plans and Policies						

This framework should not be highly developed that it loses its flexibility, since flexibility is the hallmark of successful planning. The data collected on various elements of the above framework should be updated by reference to other sources and checked before being used as a basis for conclusion.

If library development is to be accelerated, it is necessary for the government to plan and provide adequate measures, economic and social overhead facilities, called the overhead capital and services or infrastructures. Economic infrastructure includes transport facilities, e.g. railways, roads etc., means of communication e.g. postal, telegraph and telephone facilities etc. Public health, medical aid facilities, housing, water supply and other welfare Schemes are some of the social overheads. Bangladesh is woefully suffering from lack of such facilities. As a result of that the rate of library development has been slow and tardy. Only the government can have the ability and willingness to make investments in these direction.

As Library is a service-oriented organization, the librarian must coordinate the library' activities toward meaningful common objectives. The success of this coordinating effort will depend to a great extent on the kind and nature of planning carried on within the organisation.

Realising the necessity of planning, gathering and investigating all available data pertaining to the problem, assessing possible alternative solutions, making a decision, arranging for action, and evaluating the plan should be the steps in systematic planning. These plans should be in written form, and thoroughly explained to and discussed with all concerned. Administration of the plan should include



delegating of authority, using available resources properly, establishing all necessary methods and procedures, providing sufficient personnel and equipment and drawing up a schedule of execution.

After analysing the library's environments (technical, economic, social and competitive) the librarian must make some forecasts concerning the library's future operation. Forecasts should be based upon the information about the past and the belief that past trends will continue in the future. It can be made by projecting the potential needs of readers. More sophisticated forecasts involve the use of sophisticated instruments. So the librarians of Bangladesh must be resourceful, imaginative, intuitive and energetic for successful planning for future generation or posterity. They must further understand . an important characteristic of the planning process and one which emphasises its pragmatic nature, is the need for flexibility. Any of the elements overall policy, the amount of data, the environmental factors, the level of available resources may change unexpectedly during the plan period. As such there is the necessity of adjustment. This requires the existence of some form of permanent library planning machinery, able to prepare, monitor and modify plans throughout the plan period.

A "Council of Planning Librarians" may be formed. Its purpose should be: to exchange information about professional practices in libraries, with particular concern for those practices peculiar to planning libraries, to formulate and administer projects which the Council decides, to act in an advisory capacity on library organisation for new planning programmes and institutions and agencies and to aid and support administrator, faculty and librarians in their efforts

to educate the public and their appointed or elected representatives to the necessity for planning library programmes. The country should be painfully aware of the widening disparity between its library condition and that of advanced countries. This necessitates a comprehensive set of measures to be adopted by the government not only to raise the standard of libraries and librarianship but to see them march quickly on the road of development. The progress made so far should be consolidated. This will help adopting measures to complete the on-going programmes and to take up such necessary programmes which will ensure the achievement of the country's national policy for library development. A comprehensive practical programme for further library development must be formulated in the light of accurate and critical evaluation of a good number of concrete suggestion/recommendations made in the aforesaid reports of the commission/committees etc. So to make adjustment in the change of elements of planning and to stop inconsistent and occasional developments a high powered permanent Library Commission consisting of educationists, librarians, teachers and administrators should be commissioned. It should comprise with the representatives from: (a) Ministry of Finance, (b) Ministry of Planning and Economic Affairs, (c) Ministry of Education, (d) Ministry of Religion and Cultural Affairs, (e) Ministry of Works, Power and Irrigation, (f) Ministry of External Resources, (g) University Grants Commission, (h) Library Associations, (i) Library scientists and (j) Library school. The secretary, Ministry of Education should work as Member-secretary.

It should conduct periodically a country-wide survey of library resources and personnel. It should formulate a library policy and prepare plans and schemes keeping in view the past, present and future situation. This may help us to consolidate and create an effective

library system on a disciplined line. It should take necessary measures for due recognition of the service of librarians who have come down unsung and unhonoured down the three decades.

It must also lay due stress on the discovery and preservation of national treasures in the form of rare books, manuscripts, miniature miniatures etc. Its main purpose should be to draw up detailed guidelines on which to base legislation for the establishment of the Bangladesh Library Services. Questions like those of adult literacy campaigns, free flow of reading materials, ensuring of freedom to read and such other items must be taken up by it.

A University Libraries Council should be established in each and every university to secure the development of the library resources of the university concerned on the most rational lines to discuss and recommend measures for co-operation and co-ordination with the library resources of the concerned university area and to have responsibility for the central library services of the university. This responsibility should include a range of new services, such as the provision of Union Catalogues and of information services, that can best be developed centrally. The Council should not, of course, have direct control over the libraries of affiliated colleges, and institutes, which must remain the responsibility of the individual institutions.

The Council should be constituted with:-

- i) Vice-Chancellor.
- ii) Chairman of the Department of Library Science.
- iii) Librarian of the University Library.
- iv) Librarians of the Institutes and college libraries.

The librarian of the university will act as Secretary. The functions of the Council should be (a) to advise the university and affiliated colleges on all aspects of library policy, including the co-ordination of the library facilities and resources of the university and colleges as a whole, and on the financial needs of the libraries generally; (b) to promote the rationalization of the acquisition, use and storage of materials in libraries of the university, and other libraries of the affiliated colleges; and (c) to provide information services of the university.

The Council should be available for consultation on matters like library accommodation, buildings, collection, services and equipment to colleges, institutions etc. situated within the geographical area of the university.

The rapid transformation of Bangladesh society during the past twelve years has made it imperative to revise traditional ideas of the aims and tasks of libraries. So there is the need for consideration of the following points specially from the standpoint of planning of libraries. Library science should be studied and remodelled in the light of the problems of cultural, social and economic development in Bangladesh. Due to the difference in opportunities available to the urban and rural population and the fact that in many localities the school is the only cultural institution, the school library should be planned as a cultural centre for the locality. University libraries should adapt their organization to the university system and keep pace with its continuous evolution. They should direct their information activities towards providing a more adequate service for scientific research. They should co-ordinate their activities with those of other types of libraries. They should contribute to the all-round training of the students.

The information services and documentation centres which are matters for particular concern to library planners, should be organized with a view to the rational exploitation of the bibliographical resources, rather than as isolated bodies having no connection with university and special libraries. Bangladesh Library school should develop an awareness of cultural, social and economic problems in librarians in order to fit them both to organize library services and to meet and play an active part in the various situations arising at the different stages of a country's development. In this connection, the teaching of library planning techniques is recommended as a theme for specialization. Regional training centres be established. A national scheme of studies for training in librarianship should comprehend (i) training of semi-professional staff in methods and routines, (ii) training of professional staff in sound training in general librarianship and finally (iii) advanced training in library service for the leaders in the profession.

The govt. of Bangladesh should have short and long term Library Plans to raise the library structure from its present embryonic dimensions to a size which will do justice to the cultural and educational needs of the people.

Govt. should levy a cess of 10 paisas in a Taka of property tax. Govt. should contribute to the library funds and amount equal to the cess collected. The cess collected in the area should be spent for that area. But the cess can not be collected without a Law. So Library Law should be enacted.

Library expenditure, actual or proposed should be linked to a national indicator such as Gross Domestic product (GDP) or expenditure

on an already established service such as education and culture. The following targets for recurrent expenditure on library services in Bangladesh may be suggested Low target...3% of total educational expenditure, Moderate target...5% of total educational expenditure, High target...7% of total educational expenditure. There is of course dangers in establishing too firm a link between libraries and particular service, which itself can be subject to fluctuating fortune.

The public Library service in Bangladesh should be free to every one. It should have at its disposal funds provided by taxation, buttressed by government aid. No schemes for rapid expansion of library service should overlook the urgency of consolidating and bettering of existing libraries.

The existing so called public libraries have to be reorganized on modern lines and new ones planned in a coherent, systematic and co-ordinated manner. A network of public libraries is to be set up with:-

- (i) Central Public Library at the capital, (one branch library for every 50,000 population).
- (ii) Divisional public Libraries at the headquarters of each Division(one branch library for every 50,000 population)
- (iii) District Public Library at the headquarters of each district. (branch library if needed).
- (iv) Upa-Zilla Public Library at the headquarters of Upa-Zillas,
- (v) Thana Public Libraries (those not upgraded),
- (vi) Union Public Libraries, and
- (vii) Village Public Library at each village.

The administration of these libraries will follow the pattern of civil administration from the centre to the union. Library authority should be established at each and every stage of public library. Central public Library Authority will be with the Director of the Central Public Library at Dhaka. He will exercise the overall authority for the administration and supervision of public library network system of the country. The Librarians of the Divisional public Libraries, District Public Libraries, Upa-Zilla Public Libraries, Thana Public Libraries, Union Public Library and village public library will be responsible for the administration and organization of Division, District, Upa-Zilla, Union and village libraries respectively. There should be a fullfledged Ministry for libraries as in West Bengal with a senior, able and matured librarian as the Secretary. It should have strong implementation agencies at different levels. It should look after the services and development of all types of libraries.

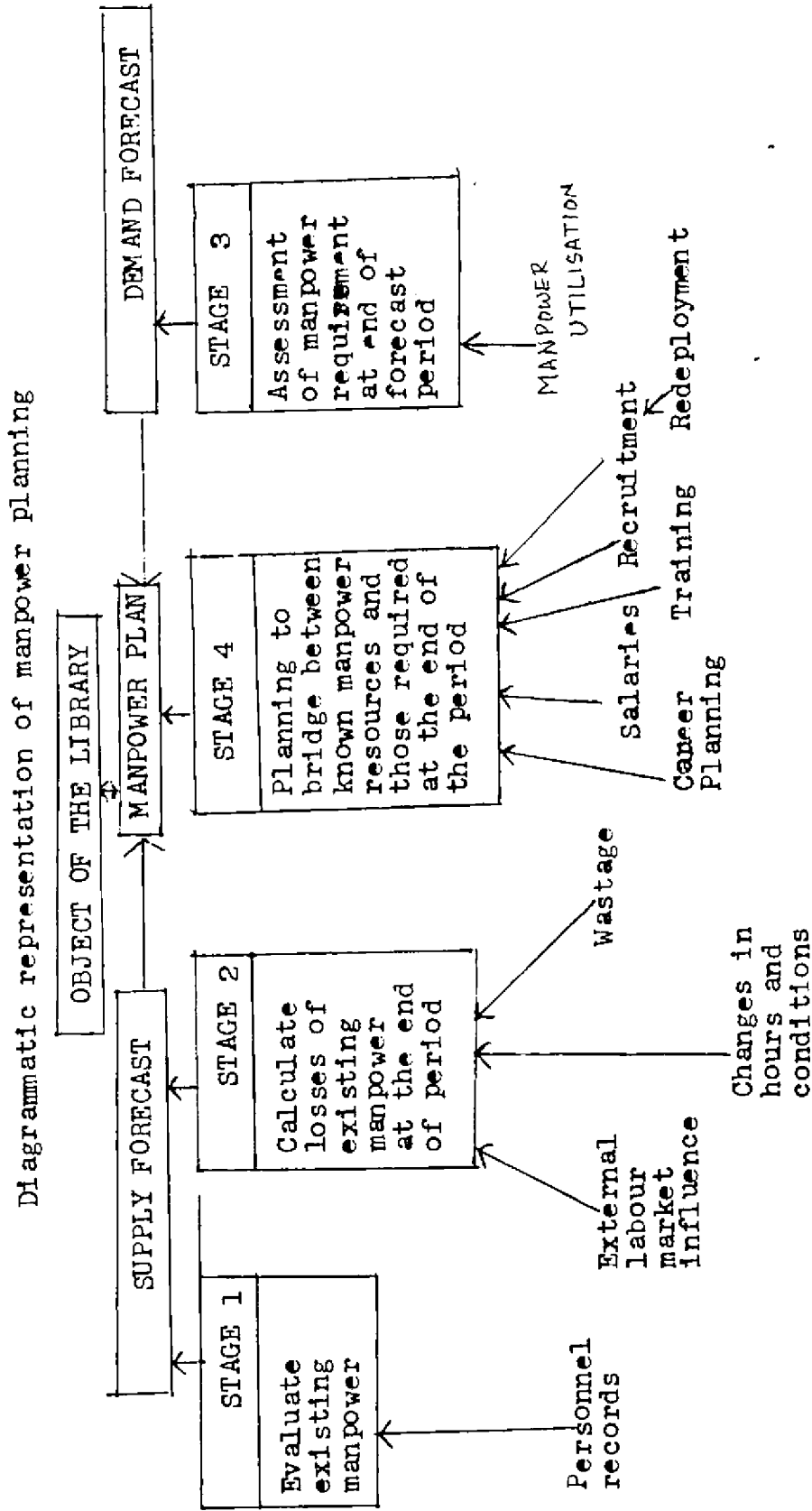
The position of the Director of the Department of public Library should be next to the Secretary of a Ministry. The Divisional Librarians will enjoy the position of a Divisional Commissioner in the administration and development of libraries. The District, and Upa-Zilla librarian should enjoy the position of Deputy Commissioner and thana Executive officer respectively. The Union and village librarian will be under the control and supervision of the union Chairman.

The setting up of the Department of public libraries with functions stated in Chapter V should not however be taken as an end in itself. It should rather stand for the base on which will stand the future edifice of our modern public library system where people in general and the students Community should increasingly find the best resort to cultivate their educational and cultural pursuits.

Our governments made commitments to remove illiteracy from the country. Literacy can not be achieved without books. Literacy too can not be maintained without books and other reading and learning materials. Increase of literacy is necessary for the growth and development of library. As such like advanced countries of the West, more and more investment in libraries should be made. Better reading facilities through better libraries with attendant trained library personnel have to be ensured for increasing the literacy rate in the country.

The manpower strength suggested by the 'Enam Committee' stated in chapter V for the Divisional and District libraries was extremely inadequate. A comprehensive project be taken in the Third Five Year Plan (1985-1990) of the country to develop the manpower strength and other supporting facilities such as furniture, book provision etc. for the Divisional, District and Upa-Zilla public Libraries. The projects for the establishment of the union parishad library and village library should be taken up by the Fourth and Fifth Five Year Plans respectively. The manpower forecasting model is suggested as under:-






Source: Company Manpower Planning. 2nd, ed., HMSO, 1974.

The model can also be stated in a simple way in the following

forms:-

Supply	Demand
Existing stock	Existing posts
Recruitment in training	Any increase to cover existing needs.
Re-entrants	New posts for growth
Wastage	Reduction for improvements in effective utilisation.
Net supply	Net demand
	Net supply  Recruitment and training requirements.

### General Suggestions

All public libraries should be nationalised. Libraries should make clearcut separation between professional and semi-professional/non-professional works and entrust professional works to trained staff only. For a professional worker the minimum qualification should be graduation with diploma in Librarianship. The Dept. of Public Libraries

should ensure that librarians in the public library system keep up with professional literature after leaving their library schools. Govt. should have a programme of library seminars or workshops every year. Govt. should institute certificate of merit to be awarded to persons whose achievements in the field of library service have been outstanding in a particular year.

The recruitment of library staff should be properly planned. Librarians should be selected not taking into consideration of their paper qualifications, but their personality, tact and genial nature. Otherwise a centre of learning, would become a centre of politics. Unfortunately appointments of librarians in Bangladesh are obstructed due to whimsical selection. A person in the good book of the administrative head of the institution, without having any library qualification and experience is normally appointed as the librarian. The present method of selection in Bangladesh by only interviewing the candidates is just a mockery because it is difficult to judge properly the capabilities of the candidates in this manner. The prospective librarian should have love for books. He should regularly read some books for acquiring knowledge and pleasure. He should have love for humanity. He should deal with the readers in a sympathetic way and try to help them and remove their difficulties. Staff for school libraries and small public libraries should be recruited from among teachers, and the training of these teacher-librarians should be given priority.

Library development should be supported by other services like Book and Equipment Centre, Library Associations, Book Reserve and etc.

The present system of acquiring books in Bangladesh by tender system is defective. It is a defective and time-consuming process. So the centre should be set up at big towns by the subscription of shares from the book sellers, membership fee from all libraries and loans from the govt. Every publisher may send to it a list of books published by it from time to time and shall send to it a number of copies required by it at a price and discount which is the best it can offer to a party. It will also obtain books from foreign countries. All libraries shall buy their books from the Centre which may also sell books to individual buyers. It will also save the time of the librarians in collecting the new titles. It can also take up central cataloguing. It can also standardise library equipment and furniture. Government should play its part in inspiring life and vigour into Library Associations which should prepare the tax payers mind for enactment of the library legislation, to persuade the politicians into backing it and the govt. to set up net-work of libraries. Govt. should encourage them in taking up this crusade.

One copy of the weeded out books should be kept in the Book Reserve situated in the capital city, Divisional Headquarters and District cities. The librarian should discard 5% of his fiction and 2% of his non-fiction every year so that the library completely renovates its fiction stock by 20 years and its non-fiction stock by 50 years. Public libraries in Bangladesh should co-operate with (i) Subscription libraries, (ii) School libraries, (iii) college libraries, (iv) departmental and research libraries and (v) university libraries. The library co-operation demands a suitable machinery, the most important part of which is a union catalogue. The govt. of Bangladesh should sponsor the preparation of union catalogues. Using the library

should be given equal emphasis like attending classes. A student should be eligible to appear in a university examination if it is certified by the Librarian concerned that he or she used the library to the minimum of standard prescribed.

There is no provision at present to compell students to use libraries. There is no special classes for library works. Students are left to themselves and as is natural under the circumstances, they pick up just a few books without any special reference to the nature of the work they are engaged in. Mere access to libraries will not do. Just as the science students' time-table is so arranged that he may devote a considerable part of his time to actual laboratory work, so students should be compelled to devote a few hours each day to work in the great intellectual laboratory, the library.

While students attend classes every day, they must use the library every day for some time. The Librarian must maintain "Attendance Register" for recording the use of library by students. In granting stipend/scholarship/any other facilities to a student, his library attendance should be carefully considered.

The library caution money realised from students of schools, colleges and universities at the time of admission, is at present refundable after the publication of the result of the examination. This caution money may not be refunded. It should be treated as Library Fee and utilised for the development of library collection and other services. Students or guardians will not raise any objection against it.

Reference library with reading and conference rooms for professors and rooms in which student can read and hold debates should be estab-

lished. Such libraries whether established by university or college or by private efforts would bring professors and students into contact with their academic neighbours. Good reference library is required for forming the habit of independent and intelligent reading. So large number of Reference libraries should be established in Bangladesh. 'Benefactor' for the development of University libraries etc. in Bangladesh what Sir Thomas Bodley did for Oxford should be encouraged.

In the higher examinations such as B.A. (Hons.), M.A., M.Sc., M.Phil., and M.L., an attempt should be made to test the ability of students to use reference books and that students should be permitted to use library in answering certain questions in some subjects at any rate. In such cases students should be required to give the exact references for all statements derived from the books they use. The main difficulty would arise in dealing with the large number of candidates. In such cases they should be grouped.

The affiliation of a degree college should be penalised if it fails to maintain the minimum standard of a college library. Intermediate colleges and secondary Schools in order to get recognition from the Boards must maintain the minimum standard of library service. This service must always be inspected by the Board which must have a section for it. This report will be a pre-condition for recognition and financial grant for the schools and colleges under the Board.

There is no overall co-ordination of library services in Bangladesh, and no unified Organisational structure. The Ministry of Education and Cultural Affairs Division is responsible only for 57 Govt.

Public Libraries. The lack of organisational structure for libraries is a serious obstacle to their development, allocation of resources and monitoring of results. So there is the urgent need of the establishment of a national libraries co-ordinating Committee representing all types of library and responsible for ensuring their co-ordinated development.

The national libraries, like our national museums, should not be purely govt. Depts, with the attendant paraphernalia of bureaucracy and red-tape only. There should be proper representation of all sections of interested people to ensure their proper running. The Library Commission can be very useful here as an advising body. The organisational structure approved for them is quite insufficient. Their manpower strength be developed further. An evaluation of their services be made in order to avoid duplication. A close co-ordination among them be ensured.

Before concluding the study some immediate steps may be suggested for the overall improvement of library situation in Bangladesh.

Books of all types for all levels be imported, written and produced in large number to meet the growing demands of both students and the public. Importance of library and library services should be duly recognised. The poor status of librarian and library staff should be inspired to read more and more books. The decision-making agencies and authorities should be made to understand the importance of use of information in their activities. The library associations should play strong and effective role in the overall development of library. Budgeting practices for libraries should be improved. Problems of equipment in libraries should immediately be removed. Cooperation among libraries

and librarians should be strengthened. The pay and status of the librarian should immediately be equated with other professions. Library Service should be included in the cadre service. Leadership in the profession should be established. The present trend of disrespect, doubt, enmity, disbelief and quarreling among the librarians and library staff and professional jealousy should be removed. The present high rates of illiteracy should be lowered for providing the scope for establishment of libraries. Bibliographical tools for selection, cataloguing and reference work should be supplied. Cataloguing Code suitable for Bangladesh should be made. Tool books should be written and published. Library standards should be framed. Library legislation should be enacted. Libraries should publicise their services. Public relation in libraries should be developed.



A. BIBLIOGRAPHY (BOOKS)

1. Abbas, S.A. An Appraisal of Pakistan's First Five Year Plan, Groningen: Netherlands Economic Institute, 1956.
2. Abedin, Najmul. Local Administration and Politics in Modernizing Societies: Bangladesh and Pakistan, New York: 1974.
3. Ackoof, R.L. Re-designing the future, New York: Wiley, 1974.
4. Adams, W.G.S. A Report on library provision and policy, London: Carnegie United Kingdom Trustees, 1915.
5. Affia, George B. "Library Development planning: the case of Nigeria", In: Parker, J. Stephen, ed. Aspects of Library Development planning, London: Mansell Publishing Limited, 1983.
6. Afzal, Muhammad. Basic Democracies, Lahore: All Pakistan Legal Decisions, 1964.
7. Ahmed, Emajuddin. Bureacratic elites in segmented economic growth in Pakistan and Bangladesh, Dacca: Oxford University Press, 1980.
8. Ahmed, Kazi S. A geography of Pakistan, Karachi: Oxford University Press, 1964.
9. Ahmed, Mushtaq. Government and politics in Pakistan, Karachi: Pakistan Publishing House, 1959.
10. Ahmed, Nafis. An economic geography of East Pakistan, 2nd edn. London: Oxford University Press, 1968.
11. Ahmed, Sufia. Muslim Community in Bengal (1884-1912), Dhaka: Oxford University Press, 1974.
12. A.L.A. Glossary of library term with a selection of term in related fields, Chicago: ALA, 1975.
13. Alam, Shamsul. The Mosque, Dhaka: Mosque Society, Bangladesh, 1979.
14. Alexander, Mary Jean. Designing interior environment, New York: Javanovich, 1972.
15. Ali, Chowdhury Mohammad. The Emergence of Pakistan, New York: Columbia University Press, 1967.
16. Ali, K. Bangladesh: a new nation, Dhaka: Ali Publication, 1982.
17. Ali, S. Amjad. Bookworld of Pakistan, Karachi: National Book Centre of Pakistan, 1967.
18. American Library Association. Problems and planning library facilities; consultants, architects, plans and critiques: proceedings of the library building institute, Chicago: American Library Association, 1964.

19. American Library Association. Public Library Association. Goals, Guide lines and Standards Committee. The Public library mission statement and its imparatives for service, Chicago: American Library Association, 1979.
20. American Library Association. Public library service: a guide to evaluation with minimum standards, Chicago: A.L.A., 1956.
21. Andrus, J. Russel and Mohammed, Azizali F. The Economy of Pakistan, Stanford, California: Stanford University Press, 1958.
22. Annual Report of the Universities of Pakistan, (1948-70).
23. Annual Seminar: Planning of library and documentation centre. Bangalore: The Centre, 1974.
24. Anthony, L.J. "Planning library and information services", In: Batten, W.E. ed. Handbook of special librarianship and information work, London: Aslib, 1975.
25. Anthony, L.J. "Library planning" In: Ashworth, W. ed. Handbook of special librarianship and Information work, London: Aslib, 1967.
26. Anuar, Hedwig. "Library planning and development in some developing and industrialized countries", "In: Planning of Library and documentation services, Paris: Unesco, 1970.
27. Area Handbook for Pakistan, Washington: Foreign Areas Studies Division, the American Universities, 1965.
28. Arntz, Helmut. Planning of National overall Documentation, Library and Archives Infrastructures, Paris: Intergovernmental Conference on the planning of National Documentation, Library and Archives Infrastructure, 1974.
29. Asheim, Lester. Librarianship in the Developing Countries, Urbana: University of Illinois Press, 1966.
30. The Asia Foundation. Annual Reports, (1982), (1983), San Francisco: Different years.
31. Associated Chambers of Commerce of Pakistan. Report on the first five year plan (Draft) 1955-60. Karachi: n.d.
32. Association of College & Research libraries. Standards for college libraries, Chicago: Association of college & Research Libraries, 1973.
33. Association of Research Libraries and Association of College & Research Libraries. Standards for University libraries, Chicago: Association of College & Research Libraries, 1979.
34. Association of Special libraries and Information Bureau. Report of Aslib meeting on planning and equipment of special libraries, April 06, 1946, London: Aslib, 1947.

35. Australian Library Association. Minimum standard for public libraries, Australian Library Association, 1972.
36. Ayooob, M. India, Pakistan, and Bangladesh: Search for a new relationship, New Delhi: 1975.
37. Bangladesh Bureau of Statistics. 1982 statistical yearbook of Bangladesh, Dhaka: 1983.
38. Bangladesh. Chief Martial Law Administrator's Secretariat. New Horizon: a resume of two years of progress-March 1982-March 1984, Dhaka: 1984.
39. Bangladesh Curriculum Development Committee Report, Vol.I, Dacca: National Curriculum Committee, 1977(Typewritten).
40. Bangladesh District Gozettes, 1975, Rezvi, S.N.H. ed. Dhaka: Bangladesh Govt. Press, 1975.
41. Bangladesh Economic Survey-1981-82, Dhaka: Ministry of Planning, 1982.
42. Bangladesh. External Resources Division. Procedures and problems relating to aid negotiation allocation and utilisation, Dhaka: 1983.
43. Bangladesh Federation of University Teachers Associations. Education and Planning-Seminar held from 25-27 February, 1981, Dhaka: University of Dhaka, 1981.
44. Bangladesh, Ministry of Education. Education Commission Reforms Implementation Unit. Report of the Curriculum Committee for Secondary Education. (Classes VI-XII), Rawalpindi: Ministry of Education, 1960.
45. Bangladesh. Ministry of Sports and Culture and the British Council. Library Development: Proceedings of the National Seminar held at Dhaka from 1-4 February, 1982, Dhaka: 1982.
46. Bangladesh. Ministry of Sports and Culture. Project Proforma (pp), Dhaka: Ministry of Sports and Culture, 1980.
47. Bangladesh National Education Seminar 1976, Dhaka: University of Dhaka, 1978.(In Bangla).
48. Bangladesh. Planning Commission. The First Five Year Plan (1973-78), Dhaka: Planning Commission, 1973.
49. Bangladesh. Planning Commission. Instructions and guidelines on processing and implementation of development projects, Dhaka: 1984.
50. Bangladesh. Planning Commission. Planning Commission Handbook, Dhaka: 1983.
51. Bangladesh. Planning Commission. The Second Five Year Plan (1980-85), Dhaka: Planning Commission, 1980.
52. Bangladesh. Planning Commission. The Two-year Plan(1978-80), Dhaka: Planning Commission, 1978.

53. Bangladesh Public Library Survey. First Report in three volumes by J. Stephen Parker, London: Bath Avon. Library Development Consultants, 1979.
54. Bangladesh. Shikha Commission Report: 1974, Dacca: Govt. of Bangladesh, 1974.
55. Basham, A.L. The wonder that was India: a survey of the culture of the Indian sub-continent before the coming of the Muslims, New York: Grove Press, 1959.
56. Basu, A. Education in Modern India-A Brief Review, Calcutta: Orient Book Company, 1947.
57. Baumol, W.J. and Matityalu Marcus. The economics of academic libraries, Washington, DC: American Council on Education, 1973.
58. Baykov, Alexander. The Development of the Soviet Economic System an essay on the experience of planning in the USSR, Cambridge: University Press, 1947.
59. Bean, D.E. and Ellsworth, R.E. Modular planning for college and small university buildings, Iowa city: State University of Iowa, n.d.
60. Beeby, C.E. Planning and educational Administrator, Paris: International Institute of Educational Planning, 1967.
61. Beer, S. Platform for change, New York: Wiley, 1975.
62. Bell, David E. "Allocating Development Resources: Some observations Based on Pakistan Experience", In: Public Policy: A year book of the Graduate school of public Administration, Harvard University, Cambridge, Mass: Graduate School of Public Administration, 1959.
63. Bengal. Director of Public Institution, Bengal. The Bengal Education Code 1931, Alipore: Superintendent, Govt. Printing, 1940.
64. Bengali Encyclopedia: Vol.3, Dhaka: Nowroz Kitabistan and Green Book House Limited, 1973.
65. Benge, R.C. Cutural crisis and libraries in the Third World, London: Bingley, 1979.
66. Bettelheim, Charles. Studies in the Theory of Planning, London: Asia Publishing House, 1975.
67. Bhatnagar, Yatindra. Bangladesh: Birth of a nation: An ISSA publication, Delhi: ISSD, 1971.
68. Bhattacharjee, G.P. Renaissance and Freedom Movement in Bangladesh, Columbia: 1973.
69. Bhattacharjya, K.N. Indian Plans-A journalist Approach, Calcutta: Asia Publisng House, 1963.

70. Bhuiyan, Md. Abdul Wadud. Emergence of Bangladesh and role of Awami League, New Delhi: Vikas Publishing House, 1982.
71. Bone, Lary Earl. ed. Library Education: an international survey, Illinois: University of Illinois, 1968.
72. Bonn, George S. ed. Library Education and Training in Developing Countries, Honolulu: East West Centre Press, 1966.
73. Bowden, Russel. ed. Library Education programmes in Developing countries with special Reference to Asia, London: K.G. Saur, 1982.
74. Brainbanti, Ralph. Research on the Bureaucracy of Pakistan: a critique sources, conditions and issues, with appended documents, Durham N.C.: Duke University Press, 1966.
75. Broome, E.M. Organisational Structures: Paper presented to a seminar on library development planning, 7-19 October 1979, London: The British Council, 1979.
76. Brown, H.F. Planning the academic library, New Castle upon Tyne: Oriental Press, 1971.
77. Brown, J.D. Manual of Library economy, London: Grafton, 1961.
78. Brown, W. Norman. The United States and India, Pakistan, and Bangladesh, Cambridge: 1973.
79. Burchand, J.E. and Others. eds. Planning the University Library building, Chicago: American Library Association, 1953.
80. Burke, John F. Planning functional college library, Commerce: East Texas State College, 1961.
81. Bwinett, S.A. Piggford, R.R. Manual on Book and library Activities in Developing Countries, Albany: School of Library Science, State University of New York, 1969.
82. Calcutta University Commission-1917-19, Report IV, Part II, Calcutta: Superintendent of Printing, 1919.
83. Callard, Keith. Pakistan: A Political Study, New York: Macmillan, 1959.
84. Callard, Keith. Political forces in Pakistan, 1947-1959, New York: Institute of Pacific Relations, 1959.
85. Cameron, Charles Hay. An address to Parliament on the Duties of Great Britain to India in Respect of the Education of the Natives and their official Employment, London: Languages, Brown, Green and Longman, 1953.
86. Campbell, H.C. Metropolitan public library planning throughout the world, Oxford: Pergamen Press, 1967.
87. Campbell, Robert D. Pakistan: Emerging Democracy, Princeton, N.J.: Van Nostrand, 1963.

88. Carl. H.A. ed. Statowide long range planning for libraries: report of a conference; September 19-22, 1965, Chicago: U.S. Office of Education, 1966.
89. Carrole, Frances Laverse and P.F. Beilke. Guidelines for the Planning and organisation of school library media centres, Paris: Unesco, 1979.
90. Carter, E.J. "The planning and equipment of research libraries and information bureau", In: Association of Special Libraries and Information Bureaux. Report of proceedings of the twentieth conference, 1945, London: Aslib, 1945.
91. Case, Margaret H. South Asian History, 1750-1950: a guide to periodicals, dissertations and newspapers, Princetón, N.J.: Princeton University Press, 1966.
92. Casteleyn, Mary. Planning Library Training Programme, London: Andre Deutsch, Grafton, 1981.
93. Caster, E.J. "The planning and equipment of research libraries and information bureaux", In: Association of Special Libraries and Information Bureaux. Report of the proceedings of the twentieth conference, 1945, London: Aslib, 1945.
94. CENTO. Economic programme. Book production, Importation and distribution in Iran, Pakistan and Turkey-a study of needs with recommendations within context of social and economic development, New York: Agency for International Development, 1966.
95. CENTO. Seminar on Library Development, Ankara, 1962; libraries in Pakistan, a paper presented by M.N.Safa, Cento, 1962.
96. Chandler, George. International and National Library and Information services: a review of some recent development 1970-80, Oxford: Washington Press, 1981.
97. Chatterjee, Basant. Inside Bangladesh Today, New York: 1974.
98. Chen, Lincoln C. Disaster in Bangladesh, New York: 1973.
99. Chinnappa, S. Paul. The British System of Education in India, Bangalore: The Author, 1915.
100. Chowdhury, S.R. The Genesis of Bangladesh, New York: 1972.
101. Cohen, Aaron and Cohen, Elair. Desingning and space planning for Libraries: a behavioural guide, London: Bowker, 1979.
102. Collings, D.G. Planning nation-wide public library in Africa: Working paper prepared for the Regional Seminar in Public Library development in Africa, Paris: Unesco, 1962.
103. Colombo Plan. Fifth Annual Report of the Consultative Committee, Government of Ceylon Press, 1960.

104. The Columbia Encyclopedia. Briggwater, William and Kurtz, Seymour. ed. New York: Columbia University Press, 1963. Compton's Pictured Encyclopedia and fact Index, Chicago: F.F. Compton, 1946.
105. Contracting parties to the general Agreement on Tariffs and Trade, Development plans: Study of the second five year plan of Pakistan, Geneva: 1962.
106. Curle, Adam. Planning for Education in Pakistan: a personal study, Cambridge: Mass: Harvard University Press, 1966.
107. Danton, Emily. The library of Tomorrow, Chicago: American Library Association, 1939.
108. Dean, John. Planning library education programmes, London: Andre Deutsch Grafton Book, 1972.
109. Deaw, John. Planning library education programme, London: Grafton, 1972.
110. Department of Education and Science. Higher education in England outside the universities: Policy, funding and management; a consultative document, London: Dept. of Education and Science, 1981.
111. Development of Scientific and Technical Libraries in Pakistan; proceedings of PANSDOC Symposium, March 14-16, 1963, Karachi: PANSDOC, 1965.
112. Dhaka University: Annual Reports, (1957-58), (1958-59), (1959-60), (1960-61), (1961-62), (1962-63), (1963-64), (1964-65), (1965-66), Dhaka: Dhaka University, Different years.
113. Dhaka University Ordinance, 1961, F.P. Ord. No. XXIII of 1961, Dacca: University of Dacca, 1961.
114. Dimock, M.E. and Dimock, G.O. Public Administration, New York: Rinehart and Co., 1970.
115. d'Olier, J.H. and Delmas, B. Planning National Infrastructure for Documentation, libraries and Archives. Outlines of a general policy, Paris: UNESCO, 1975.
116. Douglas, Mary P. Planning and equipping the school library; publication No. 257, North Carolina State Department of Public Instruction, 1946.
117. Dudley, Edward, ed. The development of National Library and Information Service, London: Library Association, 1983.
118. Dutt, Kalyan. Bangladesh Economy: An Analytical Study, New Delhi: 1973.

119. Dutta, D.N. . Manual of Library Management, Calcutta: The World Press Private Limited, 1978.
120. East Pakistan Library Association and the British Council. The Need for Public Library Development: Being the Proceedings of the Seminar. Edited by M. Siddiq Khan and T. Maughan, Dacca: The Association, 1966.
121. East Pakistan Library Association. What Pakistani Librarians Want; resolutions passed by the Pakistan Library Association and East Pakistan Library Association, Dacca: The Association, 1966.
122. Education for all: papers and proceedings of the symposia; East Pakistan Education Week, 1966-67, Dacca: Symposium Committee, East Pakistan Education Week, 1966, 1967, 1968.
123. Ellsworth, R.E. "Library buildings", In: State of the Library Art. Vol. 3, Part. 1, New Brunswick, N.J.: Rutgers University Press, 1960.
124. Ellsworth, R.E. Planning manual for academic library buildings, New York: Scarecrow Press, 1973.
125. Ellsworth, R.E. Planning the college and university library building, Boulder, Pruett Press, 1968.
126. Encyclopedia of the Third World. Revised Edition. Vol. I, London: Mansell Publishing Limited, 1982.
127. Etienne, Gilbert, Bangladesh: Development in perspective, Columbia: 1979.
128. Evans, G. Edward. Developing collection, Littleton: Colorado: Libraries Unlimited, 1979.
129. Evans, G. Edward and others. Library environmental design: facilities and equipment; Expert meeting on national planning of documentation and library services in Africa, Kampala, Uganda, 7-15 December 1970; Main Working paper, Paris: UNESCO, 1970.
130. Farland, Just and John R. Parkinson. Bangladesh: The Test case for Development, Boulder: 1976.
131. Farooqui, Sagir Ahmed, The Panjab Public Library, Karachi: Dept. of Library Science, University of Karachi, 1962. (Unpublished Master's Term paper).
132. Fei, J.C.H. and Ranis, G. A Study of planning Methodology with special reference to Pakistan's second five year plan; Monographs in the Economics of Development, No. 1, Karachi: Institute of Development Economics, 1960.
133. Feldman, Herbert. A constitution for Pakistan, Karachi: Oxford University Press, 1955.



134. Fielden, J. and G. Lookwood. Planning and management in Universities; a Study of British Universities, London: Chatto and Windus, 1973.
135. Fischer, Joseph. Universities in South East Asia: An Essay on Comparison and Development. International Education Monographs, Columbus: Ohio State University Press, 1964.
136. Fodor, Michael. Libraries and Bibliographical Services, Karachi: UNESCO Regional Reading Materials Centre, 1961. (Processed).
137. Furtado, Celso. Development and underdevelopment: Translated by Ricardo de Aguiar and Eric Charles Prysedale, California: University of California, 1971.
138. Galvin, H.R. ed. Planning a library building, Chicago: American Library Association, 1955.
139. Gardner, Frank M. The Delhi Public Library: an evaluation report, Paris: UNESCO, 1957.
140. Gardner, Frank M. The Place of library in the educational: Sociological and economical development of the underdevelopment committees, Librarianship overseas: paper read at the week-end conference of the London and Home Counties Branch of the library Association, held at Bonor Regis, 24-26 April, 1964, London: The Library Association, 1964.
141. Gardner, Frank M. Public Library legislation a Comparative study, Paris: UNESCO, 1971.
142. Gelfand, M.A. University libraries for developing countries, Paris: UNESCO, 1968.
143. Gerould, J.T. The college library building: Its Planning and equipment, Chicago: American Library Association, 1932.
144. Gill, Stephen M. Discovery of Bangladesh, New York: 1975.
145. Government of East Pakistan. Chief Minister's Secretariat. Report of the Educational Reforms commission in East Pakistan, 1947, Dhaka: Officer on Special Duty (Home Department), 1957.
146. Govt. of the People's Republic of Bangladesh. Planning Commission. Development of Govt. public libraries in Bangladesh during the First Five Year Plan, 1973-74 to 1977-78; Proforma for development project, Dhaka: Planning Commission, 1978.
147. Great Britain. Board of Education. Public Libraries Committee. Report on public libraries in England and Wales, London: HMSO, 1927.
148. Great Britain. Department of Education and Science. Aspects of public library management: a report of the library advisory council of England, London: HMSO, 1973.
149. Great Britain. Department of Education and Science, Libraries Division. The Public service: reorganisation and after, London: HMSO, 1973.

150. Great Britain. Department of Education & Science. The Staffing of public libraries, London: HMSO, 1976.
151. Great Britain. House of Commons, Committee on Education, Science and Arts. Fourth Report: Information storage and retrieval in the British Library service, London: HMSO, 1980.
152. Great Britain. Ministry of Education. Standards of public library service in England and Wales, London: HMSO, 1962.
153. Great Britain. Office of Arts and Libraries, Library Advisory Council. Future Development of libraries; the organisation and policy framework, London: Author, 1979.
154. Great Britain. Report of the National Libraries Committee, London, HMSO, 1969.
155. Great Britain. Statutes. The British Library Act, 1972, London: HMSO, 1972.
156. Great Britain. Statutes. Local Government Act, 1972, London: HMSO, 1972.
157. Great Britain. Statutes. Public Libraries and Museum Act, 1964, London: HMSO, 1964.
158. Great Britain. University Grants Committee. Capital provision for University libraries, London: HMSO, 1976.
159. Great Britain. University Grants Committee. Report of the Committee on libraries, London: HMSO, 1967.
160. Great Britain. University Grants Committee. Report on libraries, London: HMSO, 1967.
161. Greenwood, Thomas. Free Public libraries: their organisation, uses and management, London: Simpkin, 1886.
162. Guide to Pakistan libraries, learned, scientific societies and Educational institutions, including Museums and Art galleries, Karachi: Pakistan Bibliographical Working Group, 1957.
163. Gupta, Jyoti Sen. History of Freedom Movement in Bangladesh: 1943-73, Calcutta: Naya Prokash, 1974.
164. Gustafson, W. Eric. Pakistan and Bangladesh, Columbia: 1976.
165. Hai, Mohammad Abdul. Satitya O Sanskrit, (Literature and culture) Dhaka: Students Ways, 1965.
166. Hand Book of the Ministries of Pakistan, Islamabad: Inter-University Board of Pakistan, 1968.
167. Haque Shamsul. Education of Bangladesh, Armidate: Commonwealth Council for Educational Foundation, 1981.
168. Hartley, Harry J. Educational planning, programming, budgeting: a system approach, New York: Prentice-Hall, 1968.

169. Harkress, Sarah P. and Groom, James N. Building without barriers for the disabled, New York: Wats on-Guptill, 1976.
170. Harris, Michael H. Advances in librarianship, London: Academic Press, 1979.
171. Harrison, K.C. Public libraries Today, London: Crosby Lockwood and Son Ltd., 1963.
172. Harvard-Williams, P. and Frany, E.G. Planning Information Manpower, Paris: UNESCO, 1974.
173. Hasan, Said. Inaugural Address to the Training Course in planning for Development, Karachi: Institute of Development Economics, 1962.
174. Henkle, Herman H. Reports and Recommendations for establishing National Science Libraries and Information Centre in Pakistan, Karachi: PANSDOC, 1966.
175. Hessel, Alfred. A history of libraries: Translated by Reuber Peiss, New Brunswick: Scarecrow Press, 1955.
176. Hicks, Warren B. and Tillin, Alma M. Developing multi-media libraries, New York: R.R. Bowker, 1970.
177. Hilligan, M.P.ed. Libraries for research and industry: Planning and equipment. (SLA Monograph,1), New York: Special Libraries Association, 1955.
178. House of Commons. Fourth Report of the Education, Science & Arts Committee: Session 1979, London: HMSO.
179. Hudson. Seckler. Organisation and Management: theory and practice Washington, D.C. : American University Press, 1957.
180. Hulbert, James A. Development of libraries, Dacca: USIS,(n.d.).
181. Hundred years of the Calcutta University, Calcutta: Calcutta University, 1957.
182. Hunter W. William. The Indian Mussalmans: Are they Bound by Conscious to Rebel Against the Queen, London: Trubner and Co., 1971.
183. Hunter, W. William. Statistical Account of Bengal, Vol.2, London: Trubner 1875.
184. Huq, Muhammad Shamsul. Education and Development strategy in South and Southeast Asia, Honolulu: East West Centre Press, 1965.
185. Hussain, Z. "Organization and responsibilities of the Pakistan Planning Board, "In: Pakistan National training centre on Economic and Financial appraisal of Agricultural plans and projects, Digest of lectures, Dhaka: 1955 (Published Jointly with FAO).

186. Hutchings, F.G.B. Librarianship: a short manual: with special reference to developing countries, Kuala Lumpur: Oxford University Press, 1969.
187. IFLA. Standards for public libraries, Munich: IFLA 1973.
188. Ikram, S.M. and Spear, Percival. The cultural Heritage of Pakistan, New York: Oxford University Press, 1955.
189. Ilmo, Charles S. Tanzania Library Science facts & figures, Dares Salam: Tanzania Library Service, 1977.
190. India. Calcutta University Commission (1917-19). Report of the commission appointed by the Govt. of India to Inquire into New Conditions and prospects of the University of Calcutta, London: HMSO, 1919.
191. India. Home Department. Report of the Indian University Commission, Simla: Govt. Central Printing Press, 1902.
192. India. Report of the Indian Education Commission, 1982, Calcutta: Superintendent of Govt. Printing, 1983.
193. Indian Standards Institution. Specification for library furniture and fittings. New Delhi: ISI, 1962.
194. International Federation of Library Associations. Standards for public libraries, Munich: verlag Dokumentation, 1973.
195. International yearbook of education, vol. XXIV, 1967, Geneva: International Bureau of Education, 1968.
196. I.S.I. Code of practice relating to primary elements in the design of library buildings I.S. 1953-1960, New Delhi: Indian Standard Institution, 1960.
197. Islam, A.Aminul. Victorious Victims: Political Transformation in a Traditional Society, Cambridge: 1980.
198. Islam, Nurul. Development Planning in Bangladesh: A Study in Political Economy, New York: 1977.
199. Islam, Taherul. Social Justice and education system, Dhaka: University of Dhaka, 1975.
200. Jackson, Robert. South Asian Crisis: India, Pakistan and Bangladesh, New York: 1974.
201. Jaffar, S.M. Education in Muslim India (A.D. 1000-1800), Peshawar: S.M. Siddiq Khan, 1936.
202. Jahan, Rounaq. Pakistan Failure in national integration, Dhaka: Oxford University Press, 1977.
203. Jahuzzi, F. Tomasson & James T; Peach. Agrarian structure of Bangladesh: Impediments to Development, Boulder: 1980.

204. Jain, J.P. China, Pakistan and Bangladesh, New Delhi: 1974.
205. Joecket, Carleton B. and Winslow. National Plans for public library, Chicago: ALA, 1948.
206. Johnson, B. Bangladesh, New York: 1975.
207. Johnson, Sidney M. and Kavanogh, Thomas C. The design of foundations of buildings, New York: Mc Graw-Hill, 1968.
208. Jordon, M. "Planning the Library", In: Doe, J and Marshall, M.L. eds. Handbook of medical library practice, Chicago: American Library Association, 1956.
209. Kabir, Mohammed G. Minority politics in Bangladesh, Chicago: 1980.
210. Kalia, D.R. "Public library Development in India", In: The Planning of library and Documentation Services, Paris: UNESCO, 1970.
211. Kamal, K.A., Sheikh Mujibur Rahman, Dhaka: 1970.
212. Karim, A. Najmul. The dynamics of Bangladesh Society, Chicago: 1980.
213. Karim, A Najmul. Changing Society in India and Pakistan, Dhaka: Oxford University Press, 1956.
214. Kashyap, B. Bangladesh: background and perspectives, New Delhi: 1971.
215. Kashyap, Subhash C. Bangladesh: Background and prospective, Delhi: The Institute of Constitutional and Parliamentary Studies, 1971.
216. Keay, P.E.A. History of education in India and Pakistan, 3rd edn. Bombay: Oxford University Press, 1959.
217. Key, L.C. Report and proposals on the establishment and improvement of libraries and library services in Pakistan, Karachi: Ministry of Education, Govt. of Pakistan, 1956. (Typewritten).
218. Khan, A.R. The economy of Bangladesh, London: 1972.
219. Khan, Abdul Aziz. The library and society in Pakistan, Karachi: Author, 1966.
220. Khan, M.Siddiq. "Comments on the Govt. of Pakistan: Third Five-Year Development plan, 1965-70: a critique from the library standpoint," In: Pakistan Librarianship, 1963-64, ed. M. Siddiq Khan, Dhaka: Pakistan Library Association, 1965.
221. Khan, Mohammad Ayub. Friends, not Masters: a political biography, New York: Oxford University Press, 1967.
222. Khurshid Anis and Irshad Ali, Syed. Librarianship in Pakistan: 15 years' work (1947-1962), Karachi: Department of Library Science, University of Karachi, 1965.

223. Lach, Donald F. Southeast Asia in the eyes of Europe: the sixteenth century, Chicago: University of Chicago Press, 1968.
224. Lancaster, F.W. The measurement and evaluation of library Science, Washington. D.C.: Information Resources Press, 1977.
225. Landau, Thomas. ed. Encyclopedia of librarianship, London: Bowes and Bowes, 1958.
226. Lewis, Cheston M. ed. Special libraries: how to plan and equip them (SLA Monograph 2), New York: Special Libraries Association, 1963.
227. Lewis, W.A. Principles of economic planning, London: Union University Books, 1963.
228. Library Advisory Council (England). Future development of libraries: the organisational and policy framework, 1979.
229. Library Association. A national review of library of information services, London: Library Association, 1979.
230. Lifschultz, Larry. Bangladesh: The unfinished revolution, New York: 1979.
231. Line, M.B. Library surveys: an introduction to their use, planning, procedure and presentation, London: Clive Binley, 1967.
232. Line, M.B. National Libraries, London: Aslib, 1979.
233. Llomo, Charles S. "Practice, experience and lessons of Library development planning in Tanzania", In: Parker, J. Stephen, ed. Aspects of Library Development planning, London: Mansell publishing Limited, 1983.
234. Lodewycks, K.A. Essentials of library planning, Melbourne: University of Melbourne, 1961.
235. Mapples, D.L., and Knell, K.A. Circulation and library design: the influence of movement on the layout of libraries, Cambridge: University Engineering Department, 1971.
236. Mark, F.M.ed. Elements of public administration, New Delhi: Prentice-Hall, 1965.
237. Martha, Boaz ed. A living library: planning public library buildings for cities of 100,000 or less, Los Angeles: University of Southern Press, 1957.
238. Martin, Sk. Library networks, 1978-79, New York: Knowledge Industry Publication, 1978.
239. Masjid Pathagar (Mosque Library), Dhaka: Islamic Foundation, 1981.

240. Mason, Edward S. Economic Planning in underdeveloped Areas: Government and business, New York: Fordham University Press, 1958.
241. Matthew, Helen G. ed. Asia in the Modern World, New York: New American Library, 1963.
242. Meet Bangladesh, Dhaka: Department of Films and Publication, 1979.
243. Metcalf, K.D. Planning Academic and Research Library Buildings, New York: Mc Graw-Hill, 1965.
244. Metraux, Guys and Crouzet, Francois, eds. The new Asia: Readings in the history of Mankind: Edited for the International Commission for a history of the scientific and cultural development of mankind, New York: New American Library, 1965.
245. Millett, John D. Management in the Public services, New York: McGraw-Hill Book Co., 1954.
246. Mirdah, A. "Fourteen years in librarianship in East Pakistan 1952-65", In: Pakistan librarianship, 1963-64, Dacca: Pakistan Library Association, 1965.
247. Misra, Jogesh. History of libraries and librarianship in modern India since 1850, Delhi: Atma Ram and Sons, 1979.
248. Mobin, Muhammad. Standards for library building and furniture, with special reference to U.G.C. and India standards Institute, Chandigarh: Panjab University, 1962.
249. Mohehardr, E.F. and Penna, C.V. "National Planning for library and, information services", In: Advances in librarianship, v.5, New York: Academic Press, 1973.
250. Moid, Abdul. Library services in Pakistan: Present conditions and possibilities of further expansion, Michigan: University of Michigan, 1955. Unpublished A.M.L.S. Thesis.
251. Mookensie, A.G. and Stuart, I.M. eds. Planning library services: Proceedings of a seminar held at the University of Lancaster, July 1969, Lancaster: University: of Lancaster, 1969.
252. Mookerjee, Subodh Kumar. Development of Libraries and library science in India, Calcutta: World Press, 1969.
253. Mount, Ekliis ed. Planning the special library, New York: SLA, 1972.
254. Muhammad, Qazi Din. Bangladesh Sahityer Itihas (History of Bangladesh Literature), 2 vols. Dhaka: Sudentways, 1968.
255. Muhit, A.M.A. Bangladesh: Emergence of a nation, Dhaka: Bangladesh Books International, 1978.
256. Muhit, A.M.A. Thoughts on Development Administration, Dhaka: Sabia Muhith, 1981.

257. Mukherjee, A.K. Librarianship; its philosophy and history, London: Asia Publishing House, 1966.
258. Muther, Richard. Systematic layout planning, 2nd edn. Boston: CBI Publishing Co., 1973.
259. Muther, Richers and Wheeler, John D. Simplified systematic layout planning, Kansas city: Management and Industrial research Publication, 1977.
260. Myrdal, Gunnar Asian Drama: an inquiry into the poverty of nations, 3 vols. New York: Pantheon, 1968.
261. National Book Centre of Pakistan. Libraries in Pakistan, Karachi: National Book Centre, 1968.
262. National Seminar on library development (1-4 February, 1982)  
British Council Seminar on library development in Bangladesh, Dhaka: n.d. (Type written).
263. New University library, London: International Library systems, 1969.
264. Nicholas, Marta R. and Philip Oldenburg. Bangladesh: The birth of a nation, Connecticut: Thompson, 1973.
265. Nie, Narman, Dale H. Bent and H.C. Hadlai Hull. SPSS: Statistical package for the social science, New York: McGraw-Hill, 1970.
266. Noyce, J.L. ed. Planning, programming, budgeting system and management of objective in libraries, London: 1984.
267. Nurulla, Syed and Naik, I.P. A History of education in India during the British Period, Bombay: Macmillan, 1954.
268. Nyerere, Julius K. "Foreword", In: Kaungamno, W.E. and C.S. Ilome, Books build nations, London: Transafrica Book Distributors of Tanzania Library Service, 1979.
269. Nyerere, Julius K. "To plan is to Choose", In: Freedom of development, Dares Salaam: Oxford University Press, 1973.
270. Nyren, Karl ed. Library space planning (L.J. Special Report No.1) New York: R.R. Bowker, 1976.
271. Oliver, Thomas W. The United Nations in Bangladesh, Princeton: 1978.
272. Olsen, Viggo and Lokerbie, Jeanette Dartar. Diplomat in Bangladesh, Chicago: 1973.
273. Pakistan. Advertising, Films and Publications Department. Ten years of Pakistan, 1947-1957, Karachi: Pakistan Publications, 1957.



274. Pakistan and Bangladesh: bibliographical essays in social Science; edited by W. Eric Gustafson, Islamabad: University of Islamabad Press, 1976.
275. Pakistan. Central Bureau of Education. Report on the progress of education in Pakistan, 1967-68, Karachi: The Bureau, 1968.
276. Pakistan Central Statistical Office. 20 years of Pakistan in statistics: 1947-67, Karachi: Manager of Publications, 1968.
277. Pakistan. Commission on National Education. Report... Karachi: Manager of Publications, 1961.
278. Pakistan. Constitution. The constitution of the Islamic Republic of Pakistan, Karachi: 1956.
279. Pakistan. Development Board. Pakistan Development schemes (Approved between January 1948 and February 1950), Karachi: n.d.
280. Pakistan. Economic Affairs Ministry. Pakistan Looks Ahead: The Six-Year Development plan of Pakistan, Karachi: 1951.
281. Pakistan. Economic Affairs Ministry. Progress of economic Development in Pakistan, Karachi: 1955.
282. Pakistan. Economic Affairs Ministry. Record of the First meeting of the planning Advisory Board held at Karachi on February 2, 1949, Karachi: n.d.
283. Pakistan. Economic Affairs Ministry. Report of the economic Appraisal Committee, Karachi: 1953.
284. Pakistan. Economic Affairs Ministry. Six-year Development programme of Pakistan, July 1951 to June 1957, Karachi: n.d.,
285. Pakistan. Federal Reorganization Committee. Report of the federal reorganisation committee, Karachi: 1956.
286. Pakistan. First Five Year Plan-1955-60, Islamabad: Planning Commission, 1955.
287. Pakistan. Food and Agriculture Commission. Report of the food and Agriculture Commission, Karachi: 1960.
288. Pakistan Library Association. Pakistan librarianship, 1962-63. Edited by M. Siddiq Khan, Dhaka: Pakistan Library Association, 1964.
289. Pakistan. Ministry of Education. Achievement in education: 1958-1964, Karachi: Central Bureau of Education, 1965.
290. Pakistan. Ministry of Education. Report of the Commission on national education, 1959, Karachi: Manager of Govt. Press, 1961.
291. Pakistan. Ministry of Education. Report on the progress of education in Pakistan, 1964-65; presented at the 28th international Conference on Public Education, Geneva, Karachi: Central Bureau of Education, 1965.

292. Pakistan. Ministry of Education. Report of the Commission on student problems and welfare, Karachi: Manager of Publications, 1966.
293. Pakistan. Ministry of Education and Scientific Research. Copyright Committee Report, Karachi: Ministry of Education and Scientific Research, 1962.
294. Pakistan. Ministry of Education and Scientific Research. Proposals for a new education policy 1969, Karachi: Manager of Publications, 1969.
295. Pakistan. Ministry of Industries. Scientific Commission of Pakistan. Report, Karachi: Manager of Publications, 1960.
296. Pakistan. National Economic Council. Report of the National Economic council for the year 1957-58, Karachi: Secretariat of National Economic Council, 1958.
297. Pakistan. National Planning Board. First Five Year Plan: 1955-60, Karachi: 1958.
298. Pakistan National Scientific and Technological Documentation Centre. Symposium on Development of Scientific and Technical Libraries in Pakistan, March 14-16, 1963; Proceedings, Karachi: Pansdoc, 1965.
299. Pakistan. Pakistan Publications. Twenty years of Pakistan; 1947-1967, Karachi: Pakistan Publications, 1968.
300. Pakistan. Planning Board. Economists' Report on the First Five Year Plan, 1955-60 (Draft), Karachi: 1956.
301. Pakistan. Planning Board. Reports of special conference of Economists of East Pakistan on the Draft Five Year Plan and connected papers, Dhaka: 1956.
302. Pakistan. Planning Board. First Five Year Plan 1955-1960 (Draft) Karachi: 1956.
303. Pakistan. Planning Board. First Five Year Plan (1955-1960): Outline of the plan (Draft), Karachi: 1956.
304. Pakistan. Planning Board. Report of West Pakistan Economists Conference on the first five-Year Plan (Draft) of Pakistan, Lahore: 1956.
305. Pakistan. Planning Commission. Charters of Economic Council; Economic Committee of the cabinet, Karachi: Planning Commission, 1961.
306. Pakistan. Planning Commission. Evaluation of the Second Five Year Plan (1960-65), Karachi: Planning Commission, 1966.
307. Pakistan. Planning Commission. First Five-Year Plan: Preliminary evaluation Report, Karachi: 1960.

308. Pakistan. Planning Commission. Interim Report of the Committee on the Review of on-going schemes, Karachi: 1960.
309. Pakistan. Planning Commission. Mid-Plan Review of progress in 1960/61-1961/62 under the Second Five Year Plan, Karachi: October, 1962.
310. Pakistan. Planning Commission. Objectives of the Second Five Year Plan (1960-65), Karachi: 1959.
311. Pakistan. Planning Commission. Outline of the Second Five Year Plan (1960-65), Karachi: 1960.
312. Pakistan. Planning Commission. Procedure for preparation and Approval of Development schemes, Karachi: 1959.
313. Pakistan. Planning Commission. Report of the Panel of Economists on the Second Five Year Plan (1960-65), Karachi: 1959.
314. Pakistan. Planning Commission. Second Five Year Plan (1960-65), 1960.
315. Pakistan. Planning Commission. Second Five Year Plan (1960-65) including Revised Estimates, 1961.
316. Pakistan. Planning Commission. Second Five Year Plan (Revised Estimates), 1961.
317. Pakistan. Planning Commission. Statistics on Development Planning in Pakistan, Karachi: 1960.
318. Pakistan. Planning Commission. Third Five Year Plan (1965-70), Karachi: Planning Commission, 1965.
319. Pakistan. Planning Division (Progressing Wing). Development projects progress of important approved schemes upto 30th June, 1961, Rawalpindi: 1961.
320. Pakistan. Projects Division. Development projects: progress of major schemes sanctioned by the government of Pakistan, Karachi: 1960.
321. Pakistan. Provincial Reorganisation Committee, Report of the Provincial Reorganisation Committee, Part-I: West Pakistan, 1961.
322. Papanek, Gustav F. "Location of Economic policy decisions in Pakistan", In: Public policy: A year book of the graduate school of public Administration, Harvard University, Cambridge, Mass: Graduate School of Public Administration, 1959.
323. Papanek, Gustav F. Pakistan's economic development, social goals and private incentives, Cambridge: Harvard University Press, 1967.
324. Parker, James Stephen, ed. Aspects of Library Development Planning, London: Mansell Publishing Limited, 1983.

325. Parker, James Stephen. Democratic Republic of the Sudan: development of library of documentation services, Paris: Unesco, 1972.
326. Parkinson, John R. and Just, Farland. Bangladesh: Test case for development, Boulder: 1976.
327. Pavithran, A.K. Bangladesh Principles and perspectives, Holmes Beach, Fla: 1971.
328. Pearson. J.D. Oriental and Asian Bibliography, London: Cosby Lockwood and Son, 1966.
329. Penna, C.V. Planning of library and documentation services, 2nd rev. and enl. by P.H. Sewell and H. Liebaers. Paris: UNESCO, 1970.
330. Penna, C.V. Foskett, D.J. and Sewell, P.H. National Library and information services: a handbook for planners, London: Butterworth, 1977.
331. Pfiffer, John M. Public administration, New York: Ronald Press, 1960.
332. Pfifir, John M. and Sherwood. Frank P. Administrative organization, Delhi: Prentice Hall, 1968.
333. Philips, B.J. and others Public libraries; legislation, administration and finance, London: Library Association and the Chartered Institute of Public Finance and Accountancy, 1977.
334. Problems for development project: development of Govt. public libraries in Bangladesh during the First Five Year Plan, 1973-74 to 1977, Dacca: 1976.
335. Public libraries in Australia: Report of a Committee of Inquiry into Public Libraries, Canberra: Government Printer of Australia, 1976.
336. Qureshi, Istiaq Hussain. Muslim community of the Indo-Pakistan sub-continent, New York: Humanities Press, 1962.
337. Qureshi, M.L. "Techniques of Planning in Pakistan", In: Pakistan National Training Centre on Economic and Financial Appraisal of Agricultural Plans and Projects. Digest of Lectures, Dhaka: 1955. (Published jointly with FAO).
338. Rabbi, Fazle. "Country report: Bangladesh", In: Report of the Regional Seminar on commercial factors involved in Mass Market publishing: Singapore, 20-24 November 1978, Karachi: UNESCO Regional Office for Culture and Book Development in Asia, 1979.
339. Raddon, Rosemary. Planning learning resource centres in schools and colleges, London: Grafton, 1984.
340. Rahim, M.A. History of the University of Dhaka, Dhaka: University of Dhaka, 1981.

341. Ranganathan, S.R. Library administration, Bombay: Asia Publishing House, 1959.
342. Ranganathan, S.R. Library manual for library authorities, librarians, honorary library workers, 2nd edn. London: Asia Publishing House, 1960.
343. Ranganathan, S.R. School and college libraries, Madras: Madras Library Association, 1942.
344. Reed, J.B. "Library planning", In: Ashworth, W. Handbook of special librarianship and information work, 2nd edn. London: Aslib, 1962.
345. Report of the Martial Law Committee on organisational set up: phase II (Department/Directorates and other organisations under them) volume XIV (Sports and Culture division), Part 3, Chapter III (Directorate of Archives and libraries). March 1983. (For Official use only).
346. Robert S. Taylor The making of a library: the academic library in Transition, London: A Wiley-Becher-Hayes Publications, 1972.
347. Robinson, Austin Economic Prospects of Bangladesh, New Delhi: 1972.
348. Robinson, E.A.G. and Griffin, K. Economic development of Bangladesh within a socialist framework, New York: 1974.
349. Robinson, Joyce National Planning in library in development countries with special reference to Jamaican situation: paper given to the IFLA Conference, Washington D.C.: IFLA, 1974.
350. Roy Chowdhury, S.C. Social Cultural and economical history of India: Modern times, Delhi: Surjict Publication, 1978.
351. Roy, Samaren. Roots of Bengali culture, Calcutta: Firma KLM Private Ltd., 1981.
352. Rycroft, W. Stanley and Clemmer, Ryrrtle M. A factual study of Asia, New York: United Presbyterian Church in the USA, 1963.
353. Sabor, Jonfa Emila "Planning library services: Conferences in Latin America", In: Kent, Allen, Harold Lancour and Jay E. Daily, eds. Encyclopedia of library and information Science, New York: Marcel Dekker, 1977.
354. Sadeque, A. Pakistan's First Five Year Plan in Theory and Operation, Dhaka: The Provincial Statistical Board and Bureau of Commercial and Industrial Intelligence, 1957.
355. Sassani, Abdul H.K. Education in Pakistan, Washington: U.S. Department of Health, Education and Welfare, 1958.
356. Satyaprakash. Bangladesh: A select bibliography, Columbia: 1971.

357. Schools in Australia; Report of the interim Committee for the Australian Schools Commission, Canberra: 1973.
358. School Library Association. School libraries: their planning and equipment, London: School Library Association, 1972.
359. Schumacher, A. Development plans and planning... New York: Seminar Press, 1973.
360. Schunk, Russell J. Pointers for public library building planners, Chicago: American Library Association, 1945.
361. Sen, N.B. ed. Development of libraries in India, New Delhi: New Book Society of India, 1965.
362. Sengupta, Benoyendra and Chakrabarty, Bhubaneswar. Library, Library Science and Librarianship, Calcutta: The World Press Ltd., 1981.
363. Sen Gupta, Jyoti. History of freedom Movement in Bangladesh, Columbia: 1974.
364. Seth, K.L. Economic prospects of Bangladesh, New Delhi: 1972.
365. Seth, M.L. Theory and practice of economic planning, Delhi: S.Chand and Co., 1967.
366. Shahidulh (Dr.) Mohammad Bangla. Shahitter Katha (History of Bengali Literature), Vol. II Dhaka: Renaissance Printers, 1965.
367. Shehoy, B.R. Planning and economic development, New York: Asia Publishing House, 1963.
368. Shera, H. Introduction to library service, Litteton: Libraries Unlimited, 1976.
369. Siddiqui, Akhtar H. Library Resources of Pakistan, Karachi: Institute of Public and Business Administration, 1958.
370. Sills, David L. ed. International encyclopedia of the Social Sciences, Vol. XII, New York: Macmillan Co. and Free Press, 1968.
371. Sing, (Maj. Gen.) Sukhwant. The liberation of Bangladesh, Vol. I, Dhaka: Nawroze Kitabistan, 1980.
372. Singh, Sheelendra. Bangladesh Documents, New York: 1974.
373. Sinha, D.P. The education policy of the East India Company in Bengal to 1854, Delhi: Punthi Pustak, 1964.
374. Sirajuddin, M. ed. Project management: a compilation of lecture materials, Dhaka: BMDC, 1980.
375. Social services co-ordinating Council and the Society for the Promotion and Improvement of libraries: Souvenir on the purpose and function of the library in national education, Karachi: SPIL, 1961.

376. Society for the promotion and improvement of libraries. Function and purpose of the library in national education.ed. by Carroll C. Moreland and M. Adil Usmani, Karachi: SPIL, 1961.
377. Society for the promotion and improvement of libraries. Role of the library in the development of the community: being proceedings of the seminar held at Karachi, April 12-18, 1964, Karachi: SPIL, 1965.
378. Spear, Percival. India, Pakistan and the West, 4th edn., New York: Oxford University Press, 1967.
379. Stepanek, Joseph F. Bangladesh: Equitable Growth? Elmsford: 1978.
380. Stevens. Robert D. Rural development in Bangladesh and Pakistan, Honolulu: 1976.
381. Sullivan, P. Realization-the final report of the Knapp Project, Chicago: American Library Association, 1968.
382. Sunders, W.H. ed. University and research library studies, London: Pergamon Press, 1966.
383. Sweeney, G.P. A common market for information: a European views in the nationwide provision and use of information: Aslib, Institute of International Scientists Library Association Joint Conference 15-19 September, London: Library Association, 1981.
384. Syed, M.A. Public libraries in East Pakistan; ye sterday and today, Dacca: Green Book House, 1968.
385. Thomas, Barbara and Spencer, Lavan. West Bengal and Bangladesh: perspectives from 1972, East Lansing: 1972.
386. Thompson, Godfrey. Planning and design of library Buildings, London: Architectural Press, 1973.
387. Thompson, J. Library power: a new philosophy of librarianship, London: Bingley, 1974.
388. Thompson, James ed. University library history: an international review, London: Clive Bingley, 1980.
389. Towards a national programme for library and information services: goals for action: US national Commission on libraries and information Science, Washington D.C.: US National Commission on libraries, 1975.
390. Tsupal, Rodolfo. "Library planning in Brazil: some considerations about its achievements", In: Parker, J. Stephen. Aspects of Library Development planning, London: Mansell Publishing Limited, 1983.
391. Umar, Badruddin. Politics and society in West Pakistan and Bangladesh, Dacca: 1974.

392. Unesco. Design and Planning of national information systems (NATIS) a paper for government planners (by Bjorn Tell), Paris: Unesco, 1976.
393. Unesco. Division of the General Information Programme. Studies on the application of Scientific and technological information in development, Paris: Unesco, 1978.
394. Unesco. Economic and social aspects of educational planning, Paris: Unesco, 1964.
395. Unesco. Education Planning Practice in developing Countries, Paris: Unesco, 1966.
396. Unesco. Elements of educational planning, Paris: Unesco, 1963.
397. Unesco, Enquiry concerning the professional education of librarians and documentalists: Final report, by Suzanne Briet, Paris: Unesco, 1950.
398. Unesco. Establishing a legislative framework for the implementation of NATIS, Paris: Unesco, 1977.
399. Unesco. Higher education and development in South East Asia: summary report and conclusions, Paris: Unesco and International Association of Universities, 1965.
400. Unesco. Inter governmental Conference on the planning of National Documentation, Library and Archives Infrastructures, Paris, 23-27 September, 1974. Final report, Paris: Unesco, 1975.
401. Unesco. Meeting of experts on the national planning of library services in Asia, Colombo, Ceylon 11-19 December 1967. Final Report, Paris: Unesco, 1968.
402. Unesco. Regional seminar on library development in South Asia, Delhi (India), 3-14 October, 1960, Delhi: Seminar, 1960.
403. Unesco. Regional seminar on promotion and distribution of reading materials: Madras, India, 30 November to 19 December, 1959: Final Report, Karachi: Unesco Regional Centre for Reading materials in South Asia, 1960.
404. Unesco. Regional seminar on the development of national libraries in Asia and the Pacific Area, Manila, February 3-15, 1964. Information on national libraries in Asia and the Pacific Area, Paris: Unesco, 1963.
405. Unesco. Scientific documentation in South and South East Asia: a survey of a regional seminar held in New Delhi from 7th to 16th March 1961 under the auspices of Unesco and the Govt. of India, New Delhi: Unesco, 1963.
406. Unesco. Study on national structures for documentation and library services in countries with different levels of development with reference to the needs of development countries, Paris: Unesco, 1973.



407. Unesco. Unesco Public Library Manifesto (Revised), Paris: Unesco, 1972.
408. Unesco. UNISIST. Guideline on the planning of national scientific and technical information system, Unesco, Paris: 1974.
409. University co-operation and Asian Development: proceedings of a conference sponsored by the Asia foundation: Hong Kong, December 19-21, 1966, edited by Harry Pierson. San Francisco: Asia Foundation, 1967.
410. U.S. National Commission on libraries and Information Science. Towards a national programme for libraries and information services; goals for action, Washington: American Society for Information Science, 1975.
411. Verson, Laurence G. "The development of Library Service in Brazil" In: Parker, J. Stephen. Aspects of Library Development Planning, London: Mansell Publishing Limited, 1983.
412. Viswanathan, C.G. An introduction to public Library organisation, Bombay: Asia Publishing House, 1961.
413. Vosper, Rober G. National and international planning: an introductory working document for the 40th General Council meeting of the international Federation of Library Association: Washington, D.C. Nov. 18-23, 1974; paper presented at International Federation of library Association, General Council, Fortieth Meeting, Los Angeles: University of California, 1974.
414. Wallbank, T. Walter. Ashort history of India and Pakistan, New York: New American Library, 1965.
415. Warncke, Ruth. Planning library workshops and Institutes, No. 17. Public Library Reporters, Chicago: American Library Association, 1976.
416. Waterston, Albert. Development planning; lessons of experience, London: OUP, 1966.
417. Wheeler, J.L. and Githens, A.M. The American Public Library building, Chicago: American Library Association, 1941.
418. Wilcox, Wayne The emergence of Bangladesh: Problems and opportunities for a Redefined American policy in south Asia, Washington: 1973.
419. Williams, Edwin E. Farmington plan Handbook, New York: Association of Research libraries, 1961.
420. Wilson, A. The planning approach to library management, London: Library Association, 1979.
421. Wilson, T.D. The inter-organisational analysis of local library co-operation: a framework for research, Sheffield: Post Graduate School of Library and Information Science, 1975. Unpublished Ph.D. Thesis.

422. Withers, F.N. Standards for library services: an international survey, Paris: Unesco, 1974.
423. World Almanac and Book of Facts, 1984, New York: News Paper Enterprise Association, 1985.
424. World Encyclopedia of Nations, 5th ed. New York: World Mark Press, 1976.
425. World of Learning, 1982-83. 33rd edn. vol I, London: Europa Publications Limited, 1982.
426. Zaki(Dr.) W.M. Educational Development in Pakistan, Karachi: The West Pakistan Publishing Co., 1968.

## D-BIBLIOGRAPHY (JOURNAL ARTICLES)

1. Ahmed, G. "Changes in the Administrative Organization of the government of Pakistan since 1953", Public Administration (London), Winter 1961.
2. Ahmed, Mafizuddin. "Development in East Pakistan Under the Five Year Plan", Economic Observer (Karachi), Vol. 11, No.1, January 1957.
3. Ahmed, Nazir and Krotki, Karol. "Simultaneous Estimations of population growth-the Pakistan Experiment", The Pakistan Development Review, Vol. III, No.1, Spring 1963.
4. Alam, A.K.M.Shamsul. "Libraries and library problem in Bangladesh", UNESCO Bulletin for Libraries, Vol. XXVIII, No.5, Sep-Oct, 1972.
5. Ali, Mir Mohammad Anwar. "The role of libraries in national integration", The Eastern Librarian, Vol. II, No. 1, 1967.
6. Ammundsen, V. "Problem of planning new university libraries", IATUL Proceedings No. 7, December 1974.
7. Ansari, A.H. "Pakistan National Bibliography", UNESCO Regional Centre for Reading Materials Newsletter, IX, July 1967.
8. Anthony, L.J. "A national information Policy for the United Kingdom", Aslib Proceedings, 33(3) March 1981.
9. Anwar, Hedwig. "Patterns of library science in Asia and Pacific Island", Library Trends, VIII, October, 1959.
10. Anwar, Mumtaz A. "Educating libraries: problems and prospects", Journal of the Pakistan Library Association, II, April 1968.
11. Anwar, Mumtaz A. "Problems of public library development in Pakistan", The Eastern Librarian, 5(1), 1970.
12. Anwar, Mumtaz A. "State of college libraries in Pakistan," The Eastern Librarian, vol. II, No. 4, June 1968.
13. Arms, W.Y. "Models for interlibrary lending", Interlending Review, 7(4) October 1979.
14. Asadullah, K.M. "Education for librarianship", Indian Librarian, IV, September, 1949.
15. Asadullah, K.M. "Training in Librarianship," Indian Library Journal, III, January, 1936.
16. Ashiem, Lester. "Education and Manpower for librarianship: First Steps Towards a statement of policy", ALA Bulletin, LXII, October, 1968.
17. Austine, Isabella. "What the school needs from the library", Library Journal, 34, 1909.

18. Bach, Harr. "Acquisition policy in American Academic Library", College and Research Libraries, 18(6); 1957.
19. Bamberger, J.H. "Programme, planning-a plague and a problem", Maryland Library, No. 29, Winter 1963.
20. Bandara, S.B. "Can university libraries serve the national library role in developing countries ?" Libri, 29, 1979.
21. Banerjee, B.N. "The Rise of Science-Technology Libraries in India", Indian Librarian, XIX, June 1964.
22. Banerjee, P.S.R. "Library personnel, " ILA Bulletin, 5(2) June, 1969.
23. Banks, P.N. "Environmental standards for storage of books and manuscripts", Library Journal, February 1974.
24. Barker, P. "Office landscape: a new concept of library planners, "Library Journal, vol. 94, No.21, December, 1969.
25. Bauer, Charles J. "What Records Managers should know about quality control", Journal of Information and Image Management, 16, Sept. 1983.
26. Beasley, Kenneth E. "Evolution of library services: Commentary", Library Trends, 22(3) January 1974.
27. Becker, J. "Status report on library network planning in the United States", UNESCO Bulletin for Libraries, 31(2) March-April 1977.
28. Begum, R. Sugara. "Capital expenditure on building and equipment", Library Science Slant Documentation, 1(4), 1964.
29. Benedikz, B.S. "The guardianship of books: What must we know ?" Library Association Rare Book Group Newsletter, 15 May 1980.
30. Bhatia, Mohon. "Library cost", Indian Librarian, 22(2), September 1967.
31. Birdsall, William "Librarianship, Professionalism and Social Change", Library Journal, I January, 1982.
32. Biswas, A.K. "Libraries in Budhist Monasteries," Indian Librarian, XVII, September, 1962.
33. Bloomfield, B.C. "A national policy for libraries ?" Library Association Record, 76(5), 1974.
34. Boaz, Martha. "A passage to Pakistan", Wilson Library Bulletin, XXXVIII February, 1964.
35. Boaz, Martha. "Library Needs in Pakistan," Pakistan Library Review, IV, March-June, 1962.
36. Borden, William Alason. "Baroda, India and its library", Library Journal, XXXVIII, December, 1913.

37. Borden, William Alason. "Library situation in India", Library Miscellany, I, August, 1912.
38. Bose, H. "A new process for acquisition work", IASLIC Bull. 13(3), Sept. 1968.
39. Bourke, Margaret. "Planning social libraries for 1980s", Australian Special Library News, 6(5) Sept. 1973.
40. Broadhurt, R.N. "Trends in Equipment", Times Higher Education Supplement, No. 536, Feb. 11, 1983.
41. Broome, Edward Maxwell. "Books of the people", Sunday News Magazine, 29 January 1967.
42. Broom, E.M. "Library manpower planning," Aslib Proceedings, 25(11), 1973.
43. Brown, B. "Colour planning for new library buildings", New role of California Libraries, vol. 52, July 1957.
44. Brown, Cecily. "The development of education libraries in the 1980s", Australian Special Library News, 6(5) Sept. 1973.
45. Brown, R.A. "Library Planning," African Library, No. 36, October, 1967.
46. Bryan, J.E. "Building planning and use of color in the library," Wilson Library Bulletin, Vol. 28 March, 1954.
47. Byrd, C.K. "Site, seats, selectivity; some thoughts on planning the college library building", College and Research Library, Vol. 18, March 1957.
48. Campbell, D.K. and Goodwin, C.F. "Primer of library planning," Wilson Library Bulletin, Vol. 20, January 1946.
49. Campbell, H.C. "Regional Plans for documentation in Canada", Review of Documentation, 31, 1964.
50. Canisins, P. "Information policies in Western Europe-some remarks about the present situation", Aslib proceedings, Vol. 34, No. a: 13-25, 1982.
51. Carlyle, Frarey and Carol, Learmont. "Placements and Salaries 1974; promise or illusion ? " Library Journal, 100 No. 17, October 1, 1975.
52. Carnovsky, Leon. ed. "Library networks: promise and performance", Library Quarterly, 39, No. I, January 1969.
53. Carnovsky, L. "Public library surveys and evolution", Library Quarterly, 25(1), January 1955.
54. Carrein, L.H. "Balancing the library budget", In: Woodworth, D.P. Economics of serials management. U.K. Serials group. Serial Monograph, No. I, 1977.

55. Carrol, F.L. "Planning group on school libraries", International Library Review, 8, 1976.
56. Colebrook, T.E. "On the proper names of Mohammadans", Journal of the Royal Asiatic Society, 1979.
57. "Copyright Changes for Japan", Outlook on Research Libraries, 5, April, 1983.
58. Chadwyck-Healey, Charles. "The Future of Microforms in an Electronic Age", Wilson Library Bulletin, 58, Dec. 30, 1983.
59. Choudhuri, S.C. "Library personnel-university education, requirement and service conditions," ILA Bulletin, 4(4), December 1963.
60. Chowdhury, M.K. "Revised Five-Year Plan of Pakistan", Pakistan Horizon, vol. 11, No. 2, June 1958.
61. Clapp, V.W. "Public libraries and the network idea," Library Journal, XCV(2), 1970.
62. Darling, L. "Planning the biomedical library building at U.C.A.A.," Medical Library Association Bulletin, vol. 38, July 1950.
63. Dasgupta, R.K. "Aspects of the college library system in India; pitfalls and remedies", Indian Librarian, 22(4), 1968.
64. Datta, B.K. "Library personnel in ancient and medieval India", Indian Librarian, 15(2) September 1960.
65. Datta, B.K. "University libraries and their problems", Indian Librarian, 13(1) June 1968.
66. Datta, Bimal Kumar. "University library of Eastern India," Library Herald, IX, July and Oct 1966.
67. Dutta, N.M. "Indian library reminiscences", Library Review, XXXIV, Summer 1963.
68. De Gennaro, Richard. "Library administration and new management systems", Library Journal, 15 December 1978.
69. Delhi Library Association. "Memorandum to the Central Pay Commission," Library Herald, 1(1) April 1958.
70. "Development of libraries", The New Nation, February 4, 1982. Editorial.
71. "Development Planning in Pakistan". International Labour Review, Geneva, Vol. 69, No. 3, March 1954.
72. Dickinson, Asa Don. "On the Majesty's service only," Public Libraries, XXI, March, 1916.
73. Diehl, Katharine Smith. "Books and common education in the Indo-Pak subcontinent, 1959-62", The Eastern Librarian, II(2), 1967.

74. Donohue, Joseph C. "Planning a community information Centre", Library Journal, 15, October 1972.
75. Doriff, F. "Librarian as planner," Catholic library World, 46, July 1974.
76. Elahi, Fazal. "Cataloguing of Oriental names," Quarterly Journal of Pakistan Library Association, 2, July 1961.
77. Elahi, Khwaja Nur. "Library needs of Pakistan," Modern Librarian, No. 1, New Series, December, 1949.
78. "Electronic Loans in Prospects", Outlook on Research Libraries, 5, Dec. 1983.
79. Evans, E. and others. "Review of criteria used to measure library effectiveness", Bulletin of the Medical Library Association, 60(1), January 1972.
80. Evans, G.A. "The British Council and libraries," Pakistan Library Review, III, June 1961.
81. Fang, J.R. "Contemporary Development in Librarianship in the people's Republic of China", International Library Review, 13, 1981.
82. "Final version of the first five-year plan", MCC Trade Journal, Karachi, Vol. 11, No. 6, June 1958.
83. "From Industry to Agriculture", Far Eastern Economic Review, Hong Kong, Vol. 28, No. 6, February 11, 1960.
84. Fullman, B. "The planning and equipment of libraries in industrial concerns", Journal of Documentation, vol. 2, September 1946.
85. Gardner, John W. "How to prevent Organizational Dry Rot", Harper's Magazine, 231, October 1965.
86. Gehani, T.G. "Some impressions of British library buildings and some reflections on our future library buildings," Herald of Library Science, 2(4), October 1963.
87. Gibbings, J.C. "Principles of planning accommodation for technical libraries," Aslib Proceedings, vol. 3, January 1957.
88. Glaister, Geoffrey. "First comes education," The Eastern Librarian, vol. III No. 4, 1969.
89. Goll, S.K. "College Libraries in India; suggestions for management and administrative structure", Library Herald, 10(23), 1968.
90. Goldsmith, Selwyn. "Library planning for the disabled", Book Trolley, 3(8) December 1972.

91. Green, Stephen. "NATIS-Theme of the 1970's", UNESCO Bulletin for libraries, XXIX, No. 3, 1975.
92. Gupta, Sisir K. "Some Aspects of Pakistani Planning", India Quarterly, New Delhi, Vol. 18, No. 2, April-June 1962.
93. "Growth of libraries, "The Bangladesh Observer, August 30, 1978. Editorial.
94. Grossman, P. "Good planning and its results," Royal Architectural Institute of Canada Journal, No. 36, April 1959.
95. Guttsman, W.L. "Learned librarians and the structure of academic libraries," Libri, 15(2), 1965.
96. Haider, S. Jalaluddin. "Development of university libraries and manpower needs in Pakistan", Pakistan Library Bulletin, 1(2&3), 1969.
97. Hamill, H. "First steps in planning library buildings," California Librarian, vol. 21, 1960.
98. Hanesdottin, S. "The education of school librarians-some alternatives: paper given at the IFLA/UNESCO/OAS Seminar on the preparation of school Librarians in Central America and Panama, Costa Rica, December 1978", IFLA Journal, 6(7), Feb. 1980.
99. Hardy, George E. "The school library: a factor in education", Library Journal, 14, 1887.
100. Harlow, Neal. "Planning to architect," Journal of Education for Librarianship, vol. 9, No. 1, Summer, 1968.
101. Harrer, S. and Hearwole, M.K. "The planning of libraries for military research establishments", Science, Vol. 114, July 20, 1951.
102. Harrison, D.J. "The staffing of public libraries: an appraisal of 1976 LAMSAC report", Journal of Librarianship, 11(3) July 1979.
103. Hasan, Said. "Half-Way Towards the Second Plan goals", Dawn, Karachi, October 27, 1962.
104. Haslam, D.D. "Salaries of professional librarians, 1965-75. a ten-year review", Library Association Record, 77(11) November 1975.
105. Heidtman, W.H. "Principles of library planning", The Bookmark, vol. 20, No. 2, November 1960.
106. Hendley, A.M. "Future optical Based Document Storage and Retrieval Systems, " Reprographics Quarterly, 16, Autumn, 1983.
107. Henry, W.E. "The library as an educational equipment," Public Library, 13, 1908.



108. Herrer, S. "The physical planning of special libraries," Special Libraries, vol. 42, January 1951.
109. Hewitt, Joe A. "Technical Services in 1983", Library Resources and Technical Services, Vol. 28 No. 3, July/September 1984.
110. Hingwe, K.S. "Library personnel in university libraries: expectations, mode of selection and service conditions", ILA Bulletin, 4(4) Dec. 1968.
111. Hithaishini, M.V. "Manpower for the public library system", Library Science Slant Documentation, 1(4) December 1964.
112. Hookway, H.T. "National Library Planning in Britain", Bowker Annual, 1975.
113. Horowitz, Rosario de Grssot. "The School library & NATIS in developing Countries: The need for integration", IFLA Journal, 5(1), February 1979.
114. Husic, James Fleming. "The plan of the library in modern education," ALA Bulletin, 10, 1916.
115. Hossain, Rakib. "Public library development: financial and other problems", The Eastern Librarian, 5(3&4), 1971.
116. Hossain, Serwar. "Cataloguing problems in Bangladesh", Library Herald, Vol. 19, No. 3 and 4, Oct. 1980-March 1981.
117. Hossain, Serwar. "Library development in reaspect," The Bangladesh Observer, April 28, 1982.
118. Hossain, Serwar. "Potential of libraries in education", The Bangladesh Observer, March 23, 1982.
119. Hulbert, James A. "East Pakistan: Development after partition," Library Journal, November 15, 1962.
120. Humphreys, K.W. "Standards for libraries in Great Britain", Library Trends, 21, 1972.
121. Huq, A. "Pakistan's Economic Development", Pacific Affairs, New York, Vol. 32. No. 2, June 1959.
122. Huq, A. "Reflections on Economic Planning in Pakistan", Far Eastern Survey, New York, Vol. 27, No.1., January 1958.
123. Huq A.M. Abdul. "International librarianship and library development in Bangladesh", The Eastern Librarian, Vol. VIII and IX, 1974-75.
124. Huq, A.M. Abdul. "National library for Bangladesh", The Eastern Librarian, Vol. 10, 1974-75.
125. Huq, A.M. Abdul. "National Library of Pakistan", Quarterly Journal of the Pakistan Library Association, I, April, 1961.

126. Husain, Ahmad. "Library service in Pakistan: librarian's point of view," The Eastern Librarian, II, March, 1968.
127. Husain, Ahmad. "Library situation in school, " The Eastern Librarian, Vol. 1 No. 1, September 1966.
128. Husain, Ahmad. "National Library-its role in national development," The Eastern Librarian, Vol. X, 1974-75.
129. Husain, Syed Sajjad. "Library services in Pakistan: users' point of view, " The Eastern Librarian, 11(2), 1967.
130. Hutchings, F.G.B. "Planning of libraries," The Eastern Librarian, 1(3), 1967.
131. "India and Pakistan: A comparison of five years plans", Quarterly Economic Report of the Indian Institute of public opinion, Vol. 7, No. 2, October 1960.
132. Indwar, R.P. "Improvement in Status, pay scale and other working conditions of librarians and other library staff of special libraries, " IASLIC Bulletin, 11(4) December 1966.
133. Isaac, K.A. "What are College libraries and what can they be ? A blue print for action," New Frontiers in Education, 8(3), 1978.
134. Islam, K.M. Saiful. "The role of libraries in education," The Eastern Librarian, Vol. III, No. 1, 1968.
135. Islam, Nurul. "Financial Resources and the First Five Year Plan of Pakistan", Economic Internazionale, Genoa, Vol. 10, No.3, August 1957.
136. Jegede, O. "Problems of acquisitions of library materials in a developing country: University of Logos Library Experience", International Library Review, 9(2): April 1977.
137. Jenks, George M. "Book Selection: An approach for small and medium-sized libraries", College and Research Libraries, 32(4); July 1971.
138. Johnston, Dawn W. "The library as a reinforcement of the school," Public libraries, 16, 1911.
139. Jones, A.C. "Dual use of libraries," Trends in Education, July 31, 1973.
140. Jones, A.C. and King, M.B. "The effect of resetting a library", Journal of Librarianship, 11(3), July 1979.
141. Joworshi, F. "Twelve common mistakes in library interior planning, " American School and University, vol. 45, January 1973.
142. Kabir, A.F.M. Fazle. "Library planning in East Pakistan," The Eastern Librarian, vol. 4, No. 4, June 1970.

143. Kalia, D.R. "Libraries in Fourth Five Year Plan", Indian Library Association Bulletin, No. 1, 1965.
144. Kalia, D.R. "Planning of library services: Principles and procesures," ILA Bulletin, 3(2), June 1967.
145. Kalia, D.R. "A review of public library development in India," IASLIC Bulletin, 18, 2 & 3, June and September, 1973.
146. Kaplan, Louis. "On decision sharing in libraries: how much do we know ?" College and research libraries, 38(1), January 1977.
147. Karim, K.M. "Planning interlending system for developing: A review from Bangladesh", Interlending Review, 9(2), 1961.
148. Kaser, David. "Evolution of administrative services", Library Trends, 22(3), January 1974.
149. Kashyap, M.M. "Planning of Library Survey", Library Herald, 11, 1969.
150. Kaula, P.N. "Government of India Libraries and salary scales of Librarians: Memorandum to the Central pay Commission", Herald of Library Science, 9(3), July 1970.
151. Kaula, P.N. "Homage to the world librarian 71st Birth day celebrations," Pakistan Library Review, IV (September and December, 1962).
152. Kaula, P.N. "Library buildings of the past", Herald of Library Science, 6(4), October 1967.
153. Kaula, P.N. "A look at the Punjab State Librarians", Herald of Library Science, 5(1), Jan. 1966.
154. Kaula, P.N. "A new Era of library science; Study of Dr. Ranganathan's Life," Pakistan Library Review, IV, September and December 1962.
155. Kaula, P.N. "Salary scales of Librarians in Andhra Pradesh", Herald of Library Science, 4(3), July 1965.
156. Kaula, P.N. "Status of the librarian-a critique," Indian Librarian, 22(2), September 1967.
157. Keally, F. "Planning the modern public library," News Notes California Library, No. 52, July 1957.
158. Kennington, D. "Scanning the operational environment: the librarian's role", Journal of Librarianship, 9(4), October 1977.
159. Kennington, D. and White, B. "National repository plans and programmes", Interlending Review, 10, 1982.
160. Ketkar, N.M. "A university and its library-some observation," Library Herald, 6(2 & 3), October, 1963.

161. Khan, A.U. "Public library-challenge and response," Pakistan Library Bulletin, 1(4), 1969.
162. Khan, A.M. Motahar Ali. "Public library situation in East Pakistan with special reference to planning and manpower", The Eastern Librarian, 5 (3&4), 1971.
163. Khan, A.M. Motahar Ali. "Public libraries and library legislation," The Eastern Librarian, 10, 1974-75.
164. Khan, M.S. "Libraries in Pakistan," The Eastern Librarian, 2(1), 1967.
165. Khan, M. Siddiq. "Diploma course on a shoe-string," The Link, February, 1962.
166. Khan, M. Siddiq. "The library situation in Bangladesh: yesterday, today and tomorrow," The Eastern Librarian, vol. VII, No. 1, January 1973.
167. Khan, M. Siddiq. "Libraries in Pakistan," Journal of Library History, II, 1967.
168. Khan, M. Siddiq. "University librarianship: today and tomorrow," The Eastern Librarian, vol. 4(1), November, 1969.
169. Krishnamachari, R. "Devaluation and its impact on Library Development", IASLIC Spl. Publ. 9(2), 1966.
170. Khurshid, Anis. "Library Education: qualities, teaching methods and evaluation of this work," Journal of the Pakistan Library Association, II, April 1968.
171. Khurshid, Anis. "Library training in Pakistan," UNESCO Bulletin for Libraries, XV, January-February 1961.
172. Khurshid, Anis. "A pilot public library project in Pakistan", Quarterly Journal of the Pakistan Library Association, 1, July, 1960.
173. Khurshid, Anis. "Public library service in Pakistan," Quarterly Journal of Pakistan Library Association, 1, April, 1961.
174. Klaren, J.K. "The school library as a medium of progress," Library Journal, 51, 1926.
175. Krotki, Karol J. "Population growth, size and Age Distribution Fourth Release from the 1961 census of Pakistan", The Pakistan Development Review, vol. III, No. 2 Summer 1963.
176. Kumar, Girja, Devi, et al. "College libraries in India: A Survey Report", Journal of Library and Information science, Vol. 4, No. I, 1979.
177. Kumar, Susheela. "Professional development of librarians", New Frontiers in Education, (3), 1978.
178. Kusumakar "Major steps towards computerization", Times of India, Feb. 23, 1979.

179. Lakhanpal, Sk. "Job classification and evaluation-the basis for equitable salary administration in libraries", Indian Librarian, 24, No.1 June 1968.
180. Lamberton, D.M. "The necessity for a national information policy", Australian Library Journal, 23, 6 July 1974.
181. Lancaster, F.W. "Future librarianship: preparing for an unconventional career," Wilson Library Bulletin, 57, July 1983.
182. Lancaster, F.W. "Implications for Library and Information Science Education," Library Trends, Winter 1984.
183. Lancaster, F. Wilfrid "Systems Design and Analysis for Libraries", Library Trends, 21, No. 4, April 1973.
184. Lawell A. Martin, "User studies and library planning", Library Trends, 24, Jan. 1976.
185. Library Association, "Library planning and Building: An Annotated Select Bibliography", Library and Information Bulletin, Vol. 1, No. 3, 1967.
186. "Library development", The Bangladesh Observer, February 3, 1982. Editorial.
187. "Library development plan for Delhi State," Annals of Library Science, 1(1), March 1954.
188. "Library movement", The New Nation, May 27, 1982. Editorial.
189. Library Trends XXI. Education for Librarianship Abroad. Oct. 1963.
190. Line, Maurice B. "Criteria for selecting material for a central lending stock", Interlending Review, 7(4), October 1979.
191. Line, Maurice B. "Principles of international lending & photocopying", International Library Review, 9(3), July 1977.
192. Line, Maurice B. "Planning interlending systems for developing countries", Interlending Review, 9, 1981.
193. Line, Maurice B. & Stephen Vickers, "Principles of national interlending systems", Interlending Review, 6(2), April 1978.
194. Line, Maurice B. "The prospect before us", School Librarian, 24, 1976.
195. Liverittee, R.H. "Some guidelines for planning school library facilities", Idaho Librarian, No. 9, January 1967.

196. Llorea Zagagoza, V. "Ibero-American seminar on planning of library and documentation services 5 February-2 March 1968, Madrid," Unesco Bulletin for libraries, 22: 166-72 1968.
197. MacDonald, A.S. "Building design for library management", Library Trends, Vol. 2, January 1954.
198. Mahasai, K.M.D.R. "Library movement in Bengal", Indian Library Journal, IV, February, 1936.
199. Majid, A.F. Fazlul. "College libraries in East Pakistan", The Eastern Librarian, Vol. IV No. 1, September 1969.
200. Majumder, G.K. "Microfilming its use in library science", IASLIC Bulletin, 12(3) 1967.
201. "The Management Review and Analysis Programme: A symposia", ed. by Michael K; Buckland, Journal of Academic Librarianship, 1 No. 6, January 1976.
202. Maron, Stanley. "Basic Democracies in Pakistan", Foreign Policy Bulletin, Vol. 39, No. 10, February 1, 1960.
203. Martin, L. "Look ahead, state-wide library planning", Ohio Library Association Bulletin, 32: 3-7, October 1962.
204. Mary W. Plummer. "Forecast of the next Twenty-five years for library school", Library Journal, XXV, June 1910.
205. Massil, S.W. "Automation, Co-operation and co-ordination", Library Review, 27 Autumn 1978.
206. Masul, K. "Planning the new library: Central Research Institute of Electric Power Industry Library", Special Library, 51, 1960.
207. Meacham, M. "Development of School Libraries Around the World", International Library Review, 8, 1976.
208. Meenai, S.A. "Financial resources for the Second Five Year Plan," Journal of the Institute of Bankers in Pakistan, Karachi, Vol. 10. No. 1, January 1961.
209. Methven, Mildred. "Planning in Pakistan", Library Journal, May 15, 1957.
210. Misra, Jatadhari. "Library personnel," ILA Bulletin, 4(4), December 1968.
211. Mohanroj, V.M. "School libraries : an educational problem," Herald of Library Science, 2(3), July 1963.
212. Mohrhardt, Charles M. "A building programme for a public library", Journal of Indian Library Association, 1(1) January 1956.
213. Moid, A. "Intellectual communication and libraries," Pakistan Library Bulletin, 1(1), 1968.

214. Moid, Abdul. "Library education in Pakistan," Journal of the Library Association, II, April 1968.
215. Moid, Abdul. "Library services in Pakistan," Pakistan Library Review, No. 1, March 1958.
216. Moid, Abdul. "Problem of library development in Pakistan" Pakistan Library Review, 1, ~~XXXXXXXXXXXXXXX~~ New Series, December, 1968 March, 1969.
217. Moll, P. "Should the Third World have information technology", IFLA, 9, 1983.
218. Moore, Nick. "Library manpower planning: a decade of progress", Journal of librarianship, 10(3), July 1978.
219. "More Planning in Pakistan", Planning, London, Vol. 26, No. 446, November 1, 1960.
220. Morehouse, Harold G. "The future of telefacsimile in libraries: problems and prospect," Library Resources and Technical Services, 13(1), 1969.
221. Mortaza, G. "Some aspects of library planning," The Bangladesh Observer, December 24, 1979.
222. Mukherjee, A.K. "A plea for action", IASLIC Bulletin, 6(4), December 1961.
223. Muslim, Syed Naquib. "Libraries in national development", The Bangladesh Observer, June 15, 1979.
224. Naidu, R. Sreepathy. "Role of librarian in planning the library building", Indian Librarian, 22(2), September 1967.
225. Naqvi, N.H. "Some observations on the objectives of the Five Year (Draft) Plan", Federal Economic Review, Vol. 4, No. 1, January 1957.
226. "National Commission on Libraries and Information Science", Library Journal, 99(4), 15 Feb. 1974.
227. Naylor, B. "International Co-operation and national policy", UC and R Newsletter, 11, 1983.
228. "N.E.C. Accords Approval to Draft Five Year Plan, (1956-1960)" Economic Observer, Vol. II, No. 9/10, May 1957.
229. "Neglected libraries," Dawn, September 10, 1953.
230. Neil, S.D. "Libraries in the year 2010: The Information Brokers," The Futurist, 15, Oct. 1981.
231. Newman, K.J. "The Dyarchic Pattern of Government and Pakistan's problems," Political Science Quarterly, Vol. 75, No. 1, March 1960.

232. Newman, K.J. "Pakistan preventive Autocracy and the Causes", Pacific Affairs, Vol. 32, No. 1, March 1959.
233. Niaz, Shafi. "Agriculture-The Second Five Year Plan", Karachi Commerce, Vol. 12, Nos. 7-10, February 27.
234. Norton, Alice. "Library Public Relations: New opportunities in a growing Field", Library Trends, Volume 32 Number 3, Winter 1984.
235. Oley, J.A. "Basic elements in the planning of a new building for the armed forces medical library," Medical Library Association Bulletin, Vol. 42, October 1954.
236. Oliver, A.M. "Planning library: the practical approach," Special Library, 64: 355-61, 1973.
237. Ombu, Jegekuma A. "Acquisition problems in developing countries," International Library Review, 9(1), January 1977.
238. Onuorah, Regina U. "Acquisition of government publications in Nigeria", Special Libraries, 67(12), 1976.
239. Orr, R.H. "Measuring the goodness of library services: a general framework for considering quantitative measures", Journal of Documentation, 29(3), September 1973.
240. Page, H.M. "Planning the new library", Special Library, 49, October 1985.
241. "Pakistan: A Survey by the Economist," The Economist, December 2, 1961.
242. "Pakistan's Progress", Far Eastern Economic Review, Vol. 28, No. 23, June 9, 1960.
243. "Pakistan's Second Plan", Eastern Economist, Vol. 34, No. 3, January 15, 1960.
244. "Pakistan's Second Plan (1960-65)," Far Eastern Economic Review, Vol. 29. No.4, July 28, 1960.
245. Papanek, Gustav F. "The Development of Entrepreneurship", American Economic Review, Vol. LII, No. 2, May-1962.
246. Parker, J.S. "Regional co-operation in library for developing countries", IFLA Journal, 2, 1976.
247. Penna, Carlos Victor. "The interaction between education, libraries and mass communication, as seen by a librarian," Unesco Bulletin for Libraries, XXVIII(6), 1974.
248. Phelps, R.H. "Planning the new Library: Engineering Societies library", Special Library, 53, 1962.
249. "Planning in Pakistan". Planning, Vol. 25, No. 433, April 20, 1959.



250. Plaiss, Mark, "New Librarians Need Skills, Not Philosophy", American Libraries, 14, Oct. 1983.
251. Plate, K.H. and Stone, E.W. "Factors affecting librarian's job satisfaction, " Library Quarterly, 44(2), 1974.
252. Posner, M. P.P. and P.R. "Two keys to circulation success; programme planning and public relations", Library Journal, 22, 1976.
253. Power, John H. "Two years of Pakistan's Second Plan," The Pakistan Development Review, Vol. III, No. 1, Spring, 1963.
254. Prakash, Om. "Industrial Development Corporations in India and Pakistan", The Economic Journal, Vol. 67, No. 265 March 1957.
255. Primlani, S.H. "Librarian and his purchase", Indian Librarian, 18(2), September 1963.
256. "Programme for future library development in the Republic of South Africa", South African Libraries, 30, 1963.
257. "Progress of librarianship in East Pakistan: Decade of progress" The Eastern Librarian, 2(4), 1968. Editorial.
258. "Public Libraries," Bangladesh Observer, April 21, 1979. Editorial.
259. Qasimi, Abdus Subbuh. "Libraries in the Early Islamic World," Journal of the University of Peshawar, No. 6, January 1958.
260. Qureshi M.L. "Economic Development of Pakistan", India quarterly, Vol. 8, No. 3. July-September 1952.
261. Raffel, Jaffrey A. "From economic to political analysis of Library decision making", College and research libraries, 35, 1974.
262. Rajan, S.Tustin. "Qualified librarians and their problems", Indian Librarian, 16(1) June 1961.
263. Ranganathan, S.R. and others. "Raising the library manpower", Library Science Slant Documentation, 1(4), December 1964.
264. Ranganathan, S.R. "Library Development plan: thirty years programme for India with draft library bills for the union and constituent states, " Delhi University, 1950.
265. Ranganathan, S.R. "Mechanisation of library service", IASLIC Bulletin, 1(2), December 1956.
266. Ranganathan, S.R. "Romance of library," Library Herald, V, April 1962.
267. Rastogi, V.S. "Planning a library building", Indian Librarian, 15(4), March 1961.

268. Reece, E.J. "Building and equipment", Library Trends, Vol. 1, July 1952.
269. Reed, J. "Planning library for the users," Aslib Proceedings, Vol. 2, November 1981.
270. Reed, M.J.P. "Library networks: trends and policy issues", South African Libraries, 4(4), April 1979.
271. Rees, V.O. "Information architectural notes on the planning of university libraries," Journal of Documentation, Vol. 2, September 1946.
272. "The regional Seminar on Library development in Arabic Speaking states", Unesco Bulletin, 14, 1960.
273. Robert, E. Burton. "Formula Budgeting: An Example," Special Libraries, 66, February 1975.
274. Sar, R.N. "College libraries in Delhi", Herald of Library Science, 10(1), 1971.
275. Saref, B.N. "Libraries and devaluation," IASLIC Special Publication, 9(2), 1966.
276. "Second Plan: an operations programme-says Ayub Khan," Karachi Commerce, Vol. 12, No. 1, January 9, 1960.
277. Sen, Ashis. "Relea for performance budgets and national standards for libraries in India," IASLIC Bulletin, 12(4) December 1967.
278. Sewell, P.H. "The college library and the resource centre: design and planning consideration", Educ. Libr.(43), Spring, 1972.
279. Sewell, P.H. "Library networks and the Library system of Great Britain", Libr, 23(1), January. 1973.
280. Sewell, P.H. "Planning the college library of the future," Educ. Libr. Bull., (42), Autumn 1971.
281. Sewell, Philip. "A fresh look at local Co-operation", Library Association Record, 82(5), May 1980.
282. Shah, Pravin. "Library committee in a research institute", Indian Librarian, 22(1), June 1967.
283. Shahabuddin, Muhammad. "National library for Bangladesh" The Eastern Librarian, Vol. VII No. 2 & 3, May-Sep. 1973. (Guest Editorial).
284. Shahabuddin, Muhammad. "University library development in Pakistan: problems and issues," The Eastern Librarian, 5(2), 1970.
285. Sharma, D.P. "Literature of the history of library movement in India," Herald of Library Science, Vol. VII, January 1968.

286. Sharma, Hari Dev. "Implication of being a librarian", Library Herald, 3(1).
287. Sharma, O.P. "Literature of the history of library movement in India," Herald of Library Science, 7(1), Jan. 1968.
288. Shaughnessy, T.W. "Redesigning library jobs", Journal of the American Society for information Science, 29(4), July 1978.
289. Shorter, Fred. C. "Planning procedures in Pakistan", The Pakistan Development Review, Vol. 1, No.2, Autumn 1961.
290. Shukla, C.P. "Library Committee and the librarian in the Indian Universities, Library Herald, 1, 1963.
291. "Side-Lights on the Technique of the five year (Draft) plan", Federal Economic Review, Vol. 4, No. 1, January 1957.
292. Siddiq, Abu Bakr. "Library and librarianship in Bangladesh," The Eastern Librarian, Vol. VI (3 & 4), 1972.
293. Siddiq, I, Shams. "New Constitution", Far Eastern Economic Review, Vol. 36, No. 1, April 5, 1962.
294. Simpson, Simon. "Promoting services for the physically handicapped", Library Association Record, 80(3), March 1978.
295. Simsova, S. "Soviet library planning," Library World, LXVI, 1965.
296. Slater, M. "Career patterns and mobility in the library information field", Aslib proceedings, 30, 1978.
297. Slater, M. "Manpower planning and research", Aslib Proceedings, 32 (10), October 1980.
298. Slater, Margaret. "Manpower planning and forecasting", Journal of Information Science, 1(3), August 1979.
299. Sridhar, M.S. "Prospects and problems of Microform in Libraries," Journal of Library and Information Science, Vol. 6, No.2, December 1981.
300. Srivastava, R.R. "Rural Libraries and their problems," Indian Librarian, 10(2), September 1955.
301. "Standards for Libraries", Library Trends, 21(2), October 1972.
302. Stefani, Jo Ann. "O Weep for Librarianship," Southeastern Librarian, 32, Spring 1982.
303. Stevens, Charles H., Canfield, Marie P. and Gardner, Jeffrey, J. "Library pathfinders: a new possibility for cooperative reference service", College and Research Libraries, 34(1), January 1973.
304. Subramanyam, T.V. "The cost of building up a book collection," ILA Bulletin, 5(1), March 1969.

305. Sugra, Begum R. "Rural Library system", Library Science Slant Documentation, 1(4), December 1964.
306. Swanson, Don R. "Requirement study for Future catalogs", Library Quarterly, 42, July 1972.
307. Syed, M.A. "Public libraries in East Pakistan", The Eastern Librarian, 1, March 1968.
308. Thin, A. "Why bookshops need libraries", Bookseller, 15 June 1974.
309. Tvetaras, Harald L. "A national agency for library planning and coordination", Unesco Bulletin for libraries, 24(3), May-June 1970.
310. Usherwood, Bob. "Towards a code of professional ethics", Aslib proceedings, 33(6), June 1981.
311. U.S. National Commission on libraries and Information Science. "A new National Programme of library and information service", Information, Part-1, 5(6), Nov-Dec. 1973.
312. Van Buren, M. "Interior planning of college and university Libraries," College and Research Libraries, Vol. 17, May 1956.
313. Vaughan, Anthony. "The ideology of flexibility: a study of recent British academic library buildings", Journal of Librarianship, 11(4) October, 1979.
314. Venkatesan, P. "Acquisition Policies and procedures in a technical university", Annals of Library Science and Documentation, 20 (1), 1973.
315. Verner W. Clapp and Robert J. Jordan. "Quantative criteria for Adequacy of Academic Library Collections", College and Research Libraries, 26, September 1965.
316. Viswanathan, C.G. "Library administration: a new outlook", Indian Librarian, 16(1) June 1961.
317. Waknis, T.D. "Library cooperation in India", Indian Librarian, XXXI(2), 1978.
318. Walsh, R.R. "Branch Library Planning in universities", Library Trends, 18(2), 1969.
319. Wilson, L. "Librarianship or information management", Library Association Record, October, 1977.
320. Wilson, T.D. "Learning at a distance and library use: Open university students and libraries", Libri, 28(4), 1978.
321. Wilson, T.D. & Streatfield, D.R. "Information needs in local authority social service department", Journal of Documentation, 33(4), 1977.
322. Wilson, Donald F. "Newspaper programme Developments", Library of Congress Information Bulletin, 42, 23, 1983.

323. Withers, Frank N. "The planning of library & documentation services. (Review)", Journal of Librarianship, 3(1), January, 1971.
324. Wolfert, R.J. "Uptodate or you are out of date: library building programme needs continuous change", Wilson library Bulletin, 71, September 1975.
325. Wood, Kate. "Professional Qualifications what will happen in 1981", Library Association Record, 81(12), December 1979.
326. Worman, Curt D. "Cooperation of National Libraries with other libraries in the same country and in other countries", UNESCO Bulletin for Libraries, Vol. XVIII, No.4, July to August 1984.

1. Bangladesh Central Public Library, "Development of Bangladesh Central Public Library (1980-84) (Code No. 110-030-0901-1980).
2. Bangladesh Central Public Library. "Development of Chittagong Divisional Public Library, (1983-88) (Code No. 110-038-0901-1982).
3. Bangladesh Central Public Library. "Development of Rajshahi Divisional Public Library (Revised) (Code No. 110-031-0901-1980).
4. Bangladesh Central Public Library. "Extension of Khulna Divisional Public Library (Revised) (1980-84) (Code No. 110-033-0901-1980).
5. Bangladesh. Ministry of Agriculture. Approved project proforma for NALDOC: 1984.
6. Bangladesh. Ministry of Religious Affairs. Project proforma, "Setting up of Mosque Libraries for community Welfare": 1980.
7. Bangladesh. Ministry of Health, Population Control and Family Planning. Project proforma, Part A - Project Digest, 1980.
8. Bangladesh. Planning Commission. Project proforma, Part A. Project Digest Development of BCSIR Library, Dhaka: 1980.
9. Development of Bangladesh Central Public Library (Code No. 110-030-0901-1980) (Approved project document).
10. Development of Rajshahi Divisional Public Library (Revised)(Code No. 110-031-0901-1980) (Approved project document).
11. Directorate of Archives and Libraries. "Combined scheme of the National Library and the National Archives (1976-85) (Code No. 110-021-0901-1976).
12. Directorate of Education. "Development of Public Libraries in Bangladesh (Govt.) Project No. 2 (1973-78).
13. Directorate of Education, "Development of Public Libraries in Bangladesh (Non-govt.) Project No. 1 (1973-78).
14. Extension of Khulna Divisional Public Library (Revised) (Code No. 110-033-0901-1980) (Approved project document).
15. Islamic Library Association project proforma. National Islamic Library: 1982
16. Islamic Library Association. Project Proforma, National Woman Islamic Library: 1983.
17. Local Administration, "Development of Thana Public Library-cum-Auditorium (1980-85) (Code No. 110-034-0901-1980).

D. REPORTS, PROCEEDINGS ETC.

1. Access to serials: report on a working party convened by the British library, London: British Library, 1978.
2. Aitchison, J. Alternatives to the Scientific periodicals, March 1974.
3. A.L.A. Committee On post-war Planning-Post-War Standards for Public Libraries, Chicago: 1942.
4. American Library Association. Committee on post war Planning, A National plan for public Library Service, A.L.A., Chicago: 1948.
5. Annual Seminar: Planning of Library and Documentation Centre, Bangalore: The Centre, 1974.
6. Ashford, J., and others. Co-operation in library automation: report of a research project undertaken by LASER and supported by a grant from the British Library Research and Development Department during the period November 1974 to March 1975. LASER, 1975.
7. Association of special Libraries and Information Bureau. Report of Aslib meeting on planning and equipment of special Libraries, April 06, 1946, London: Aslib, 1947.
8. Augustine. Special Library Committee. A Development Plan for a State Library Service: Report of a Special Committee. (Mimeo-graphed).
9. Australia. Copyright Law Committee on Reprographic Reproduction Report. Canberra: Australian Government Publishing Service, 1976. (Franki Report).
10. Australia. National Library Inquiry Committee, Report, Canberra: Govt. Printer, 1957.
11. Bangladesh Education Commission Report, 1974, Dacca: Govt. of Bangladesh, 1974.
12. Bangladesh Public Library Survey. First Report in three volumes by J. Stephen Parker, London: Bath Avon. Library Development Consultants, 1979.
13. Bagnall, A.G. A Survey of the Libraries in government Departments, Wellington: National Library Service, 1946.
14. Bath University Comparative Cataloguing Study (BVCCS). Final report, papers 1-10. Both, 1974. (BATH/BUCCS/1-10)

15. Battin, Patricia. The Real World: Large Library Organization: Minutes of the 101st Meeting (Association of Research Libraries, Aslinton, Va., 13-14 Oct. 1982), edited by Nicola Daval, Washington, D.C: ARL., 1982.
16. Berelson, B.R. and Asheim, L.B. The Library's public: A Report of the Public Library Enquiry, New York, 1929.
17. Blackwood, J.W. ed. The Future of Library collections: proceedings of a Seminar held by the Library Management Research Unit, University of Technology, Laughborough, March 1977, L.M.R.U. Report No. 7. 1977.
18. Board of Education. Public Libraries Committee Report on Public Libraries in England and Wales, London, 1927. (Parliamentary papers by command No. 1888).
19. Bombay, Library Development Committee. 1939-1940, Report, Bombay: Government Central Press, 1941.
20. Bonny, Harold. Library Services in the South pacific: A Report Made to the South Pacific Commission, Noumea, New Caledonia: South Pacific Commission, 1962.
21. Bouny, H.V. Report on School Library Service of the Ministry of Education, Paris: UNESCO, 1959.
22. Books for schools: Report of a working party convened by the National Book League to consider aspects of the provision of books for schools, NBC, 1979.
23. Booksellers Associations and Publishers Association. Report and recommendations of the book trade working party, 1972.
24. Bourne, C. Planning for a National Research Information Centre, United Republic of Tanzania, September 1974, Paris: UNESCO, 1975 (Mission Report 3127/EMO. RD/DBA).
25. British Library. Access to serials: report of a working party convened by the British Libraries, 1978.
26. Brown, James W. New Media in Public Libraries: A Survey of current practices, New York: Jeffrey Norton Publishers, 1976.
27. Bryant, P. Venner, G.M., and Line, M.B. The Bath mini-catalogue: a progress report, Bath University Library, 1972.
28. Canadian Association of College and University Libraries. University Library Standards Committee. Trends for the Seventies: Guidelines for Canadian University Libraries. Second draft, Montreal: CACUL, 1971.



29. Carnovsky, Leon. Report on a programme of Library Education in Israel, Paris: UNESCO, 1956. (UNESCO Technical Assistance Reports No. 1).
30. Chandler, George. International Librarianship: Surveys of Recent Developments in Developing countries in Advanced Librarianship; Submitted to the 1971 IFLA Pre-session Seminar for Developing countries... London: Library Association, 1972.
31. Colombo Plan. Eighth Annual Report of the Consultative Committee, Government of Ceylon Press, 1960.
32. Commission on the supply of, and demand for, qualified Librarians Report, London: Library Association, 1977. (Barnes Report).
33. Committee on Higher Education. Report of the Committee appointed by the Prime Minister under the chairmanship of Lord Robbins: 1961-63, London, HMSO, 1963.
34. Corosella, Maria pia. Scientific and Technical Policy Group. Recent Developments in National Information Policy, Italy: Report to CNR, Rome: 1968. (Mimeographed).
35. Date, Ernest. Planning and Developing the Company Organization Structure; Research Report No. 20, New York: American Management Association, 1952.
36. Darling, Richard L. Survey of School Library Standards, D.C.: U.S. Government Printing Office, 1964.
37. Dearn, John ed. Standard of practice for West African Libraries: proceeding of a Seminar held at the Institute of Librarianship, University of Ibadan, 15-16 April 1969, Ibadan: the Institute, 1969.
38. Department of Education and Science and Welsh Office. Library services in rural areas, and library services to Welsh industry: two reports by the Library Advisory Council (Wales), HMSO, 1978.
39. Department of Education and Science. The libraries' Choice: (a report by the Library Advisory Council for England), HMSO, 1978.
40. Department of the Environment. The New local authorities, management and structure, HMSO, 1972. (Bains Report).
41. East Bengal. Education Department. Report of the East Bengal Educational System Reconstruction Committee, Dacca: Superintendent, Government Printing, East Bengal Government Press, 1952.
42. Edward Sydney. Delhi Public Library Project; India. Ministry of Education, UNESCO projects in India, 1953.

43. Expenditure Committee Report: Further and higher education. Vol. III. 664-7. Memorandum by the National Society for Art Education; 1972-73, HMSO, 1974.
44. Final Report. Inter-governmental conference on the Planning of National Documentation, Library and Archives Infrastructures. (Paris 23-27 September 1974). Paris: UNESCO, 1975.
45. Final Report of UNISIST Seminar on the Education and Training of Users of Scientific and Technical Information, Rome: UNESCO, October 18-21, 1976.
46. Finzi, John Charles. Report of a Survey of the National Central Library, Florence, November 6 to December 14, Washington, D.C. Publisher unknown, 1967.
47. Flowerdew, A.D.J., Thomas, J.J., and Whitehead, C.M.E. Demand for On-line Information Services as a Function of Charges: Report to the Commission of the European Economic Community, Luxembourg City: Directorate-General.
48. Fysee, Shri A.A.A. Report of the Library Development Committee, Bombay, 1939-40.
49. Gardner, F.M. Delhi Library project: India, Ministry of Education, UNESCO projects in India, 1953.
50. Gardner, Frank M. The Delhi Public Library: an evaluation report, Paris: UNESCO, 1957.
51. Great Britain. Board of Education. Public Libraries Committee Report on Public Libraries in England & Wales, London: HMSO, 1927. (Kenyon Report).
52. Great Britain. Committee to consider the Law on copyright and Designs copyright and designs Law. Report, London: HMSO 1977 (Comnd 6732). (Whitford Report).
53. Great Britain. Department of Education and Science. A Language for life, London: HMSO, 1975. (Bullock Report).
54. Great Britain. Department of Education and Science. National Library Committee. (F.S. Dainton, Chairman): Report, London: HMSO, 1969. (Cmnd. 4028).
55. Great Britain. The Future Development of Libraries: the Organizational and Policy Frameworks: a report by the Library Advisory Council for England, 1979.
56. Great Britain. Information Storage and Retrieval in the British Library Service: Fourth Report from the select Committee on Education, Science and Arts, 1980.

57. Great Britain. Information Technology: a Report by the Advisory Council for Applied Research and Development, 1980.
58. Great Britain. Ministry of Education. Working Party on Standard of Public Library Service in England and Wales Report, London: HMSO, 1962. (Bourdillon Report).
59. Great Britain. Ministry of Education. Committee on the Structure of the Public Library Service in England and Wales Report, London: HMSO, 1959. (Comnd 660).
60. Great Britain. Ministry of Education. The Structure of the Public Library Service in England and Wales: Report of the Committee appointed by the Minister of Education, September 1957, London, HMSO, 1959.
61. Great Britain. National Libraries Committee Report, HMSO, 1969. (Comm. 4028) (The Dainton Report).
62. Great Britain. Parliament. The British Library: Presented to parliament by the paymaster General, London: HMSO, 1971. (Commd 4572).
63. Great Britain. Provision for Museums and Libraries: Eighth Report of the House of Commons Expenditure Committee, 1978.
64. Greenfield, C. Rhodesia Library Commission. Report, Salisbury: Government Printers, 1971.
65. Hamburg, Morris et al. Library Planning and Decision making Systems: USOE Final Report, Project No. 8-0802, Philadelphia: Wharton School, University of Pennsylvania, 1972.
66. Henkle, Herman H. Reports and Recommendation for establishing National Science Libraries and Information Centre in Pakistan, Karachi: PANSDOC, 1966.
67. Henle, C.O. Libraries in Adult and Fundamental Education: Report of the Member Services, Paris: Unesco, 1951.
68. Hockey, Sidney. Development of Library Services in the Solomon Island: An Interim Report, in proceedings.
69. Hockey, S.W. Development of Library Services in East Africa: A Report Submitted to the Government of East Africa, 1964. (Hockey Report).
70. House of Commons. Expenditure Committee, Session 1977-78. Eighth report, Ch. IV, Provision for museums, galleries and libraries, HMSO, 1978.
71. House of Commons. Select Committee on Education, Science and Arts. Fourth report: information storage and retrieval in the British library service, HMSO, 1980.

72. IFLA. Libraries in the world: A Long Term Programme for IFLA, The Hague: Nijhoff, 1963.
73. India. Calcutta University Commission 1917-1919. Report, Calcutta: Superintendent of Printing, 1919.
74. India. Home Department. Report of the Indian University Commission, Simla: Govt. Central Printing Press, 1902.
75. India. Report of the Indian Education Commission, 1982, Calcutta: Superintendent of Govt. Printing, 1983.
76. India. Ministry of Education. Advisory Committee for Libraries, Rep: Fev. ed. Delhi: Manager of Publications, 1961.
77. India. Ministry of Education. Library Advisory Committee Report, 1958.
78. India. Ministry of Education and Youth Services. Report of Advisory Committee for Libraries, Delhi: 1969.
79. India. Ministry of Education. Report of the Advisory Committee for Libraries, 1959.
80. India. Planning Commission. Working group on Libraries Report, 1965, New Delhi: Planning Commission, 1967.
81. India. University Grants Commission. Library Service in Indian Universities: Report of the UGC Review Committee, New Delhi: 1965.
82. India. University Grants Commission. University and College Libraries: 1965.
83. Indo-American Agricultural Library Survey and Study teams. Final Report on the ICAR Institution and Agricultural University Libraries, New Delhi: ICAR, 1969.
84. Institute of Scientific Information Inc. Journal Citation Reports, Philadelphia, Pa: 1974.
85. Inter-governmental conference on scientific and Technological Information for Development (UNISIST II). Final Report, Paris: Unesco, 1979.
86. International congress on universal availability of Publications, Paris, 3-7 May, 1982: Final Report, Paris: UNESCO, 1982.
87. Jackson, E.B. Unpublished research reports: Champaign, Illinois, University of Illinois Graduate School of Library Science: occasional paper No. 17.

88. Joint Committee on the Library Congress. Books in our Future: A Report from the Librarian of Congress to the Congress, Washington: 1984.
89. Karen, Markey. Research Report: An Analytical Review of catalogue use studies. Columbus, Ohio: OCLC, Research Dept., Office of Planning and Research, 1980.
90. Key, L.C. Report and proposals on the establishment and improvement of libraries and Library Services in Pakistan, Karachi: Ministry of Education, Govt. of Pakistan, 1956.(Typewritten).
91. Kings Fund Centre. A library service for the mentally handicapped: Report on a kings Fund Seminar, November 1972, The Fund 1973. (Mental handicap papers 3).
92. Kinyanjui, W.G. Secondary School Library facilities in Central Province, Kenya-a report, 1977.
93. Kipp, L.J. and Kipp, C.R. Indian Libraries and India Wheat educational exchange programme: a report (1961).(Unpublished).
94. Korea. Central Education Research Institute. A study of the Effects of the Mini Library System in villages, 1968.
95. Lancour, Harold. The University of Liberia Library: Report of a Survey, 1960.
96. Leigh, R.D. The Public Library in the United States; the general Report of the public Library Inquiry, New York: 1950.
97. Library Advisory Council (England). A report on the supply and training of librarians, London: HMSO, 1968. (Jessup Report).
98. Library Advisory Council (England). Report of the New Media in Libraries Working Party, 1976.
99. Library Advisory Council (England). Report of the Costs in Libraries Working Party: 1980. (Not published).
100. Library Association. The public Library Service: its post-war Reorganization and Development: proposals by the council of the L.A., London: Library Association, 1943.
101. Library Association. Report of the Commission on supply of and demand for qualified librarians, London: Library Association, 1977.
102. Libraries in Italy According to a Recent survey: Italy: Documents and Notes 25, No.4 (July-August 1976.)

103. Library Technology Report. American Library Association.
104. Lim, Hong Too. "Library Development in Singapore" In: Role of Libraries in the process of Modernization, Conference Report, May 28-30, 1969, Seoul: Academy House, 1969.
105. Miles M. Jackson. A Report on Libraries in Pacific Islands, Bethesda, Md: ERIC Document Reproduction Service, 1979.
106. Ministry of Housing and Local Government. Management of Local authorities, London: HMSO, 1967, (Mand Report).
107. Munn, Road Barr, J. New Zealand Libraries: A survey of conditions and suggestion for their improvement, Christchurch: Libraries Association of New Zealand, 1934.
108. National Commission on Libraries and Information Science. Towards a National programme for Library and Information Services: Goals for action, Washington D.C. 1975.
109. National Library Inquiry Committee. Report, Canberra: Government Printer, 1957.
110. New Zealand. Department of Statistics, Census of Libraries, 1974, Wellington: 1976.
111. New Zealand. National Library Committee. Report, Wellington: Government Printer, 1958.
112. Osborn, A.D. New Zealand Library Resources: Report of a Survey Made for the New Zealand Library Association, Wellington: New Zealand Library Association, 1960.
113. Gulton, A.J. and Pearce, A. On-line experiments in public libraries: British Library Research and Development, 1980. (BLR and D Report 5532).
114. Pakistan. Ministry of Education and Scientific Research. Copyright Committee Report, Karachi: Ministry of Education and Scientific Research, 1962.
115. Pakistan. Ministry of Education. Report of the Commission on student problem and welfare, Karachi: Manager of Publications, 1966.
116. Pakistan. Ministry of Education. Report on the progress of Education, 1964-65, Karachi: Central Bureau of Education, 1965.
117. Palle, Birkelund. Report on the Development of Burmese University and Research Libraries, Paris: UNESCO, 1969.
118. P-E Consulting Group. Civil Service Department. Study of central government departmental libraries: Final report, London: Civil Service Department, 1974.

119. Philippines. National Library Development plan committee. The National Survey and Development Plan, Manila, 1967. (Mimeographed).
120. Pickering, Des and Modra, Helen. Library Services to the Disadvantaged: a report to the nation, Melbourne: Australian Library promotion Council.
121. Public Libraries in Australia: Report of the Committee of Inquiry into public Libraries (1976), Canberra: Australian government publishing Service.
122. Public library services for a multi-cultural society: a report produced by a joint working party of the library Advisory Council and the community Relations Commission Education Committee, Commission for Social Equality, 1976.
123. Report on the Book and Library program Department of State, Washington, D.C.: International Information Administration, 1953.
124. Report of the Copyright Committee: Cmd. 8662, London: HMSO, October 1952.
125. Report of the Martial Law Committee on Organisational Set up: Phase II (Department/Directorates and other Organisations under them) Volume XIV (Sports and Culture Division), Part 2, Chapter III (Directorate of Archives and Libraries), Dhaka: March 1983.
126. The Report of the National Commission on state workmen's Compensation Laws, Washington: D.C.: GPO, 1972.
127. Roxas, Savine, A. Library Education in Italy: An Historical Survey, 1870-1969, Metuchen, N.J.: Scarecrow Press, 1971.
128. Sergean, R. Librarianship and information work: Job characteristics and staffing needs, London: British Library, 1976. (British Library Research and Development Report No. 5221 H.C.)
129. Shaw, Alison. Print for partial sight: A Research Report, London: Library Association, 1969.
130. South Africa (Republic). Department of National Education, Division of Library Services. Recommended Library Structure for the Homeland, Pretoria: The Division, 1977.
131. Southwest Asian Documentation Conference. Proceedings of the First Southwest Asian Documentation Conference (Iran, Pakistan, Turkey), 1970, Tehran: Iranian Documentation Centre, 1970.

132. Subodh Kumar Mookerjee. Report to UNESCO: on a study-tour of libraries in U.K. and Scandinavia in Development of Libraries and Library Science in India, Calcutta: The World Press Private Limited, 1969.
133. Suthvan, Peggy. ed. Realization: The Final Report of the Knapp School Libraries project, Chicago: American Library, Association, 1968.
134. Swank, Raynard C. The Libraries of the university of Philippines: A Survey Report with Recommendation, Quezon city: University of Philippines, 1954. (Memographed).
135. Task Force on School Libraries and Networking, National Commission on Libraries and Information Science, 1978: Draft, Washington D.C.
136. Tauber, M.F. Resources in Australian Libraries: Summary Report of a Survey conducted in 1961 for the Australian Advisory Council on Bibliographical Services, Canberra: AACOBS, 1963.
137. The staffing of public libraries: a report of the research undertaken by the Local Authorities Management Services and computer Committee for the DES. Vol. 3, Supplementary reports to the main report... Services to young people... HMSO, 1976.
138. Thompson Ramo Worldridge Corporation. Final Report on the study for automatic abstracting C 107-IV 12. Rome Air Development Centre, Griffiss Air Force Base, New York: 1961.
139. Totherdell, B. and Bird, Jean. The effective Library: report of the Hillingdon project on public library effectiveness, London: Library Association, 1976.
140. Transport schemes for interlibrary loans: Report of a study group. 1979. (BLR and D Report 5441).
141. Trends in scholarly publishing: BLRD Report 5299HC, London: British Library, 1976.
142. Trinidad and Tobago, Special Library Committee. A Development plan for a state Library service: Report of a Special Committee, British Caribbean. (Mimeographed).
143. UNESCO. Development of Public Libraries in Africa: The Ibadan Seminar, Paris: UNESCO, 1954.
144. UNESCO. Expert Meeting on National planning of Documentation and Library Services in Africa, Kampala, Uganda, 7-15 October 1970, Paris: UNESCO.



145. UNESCO. and ICSU. UNISIST; study report on the feasibility of a world science information system, Paris: Unesco, 1971.
146. UNESCO. Meeting of Experts on the National Planning of Documentation and Library services in Arab countries-Cairo 5-12 November 1973, Main Working Document, Paris: UNESCO, 1973.
147. UNESCO. Meeting of the Experts on the National Planning of Documentation and Library Services in Africa, Kampala, Uganda (December 7-15, 1970): Final Report.
148. UNESCO. The UNESCO conference on the improvement of bibliographic services held in Paris 7th-10th November 1950, Paris: UNESCO, 1950. (UNESCO Document Number CUA 5 of 15th December 1950).
149. United Kingdom. University Grants Committee on University Libraries: Report.
150. University Grants Committee. Capital Provision for University libraries: report of a working party, London: HMSO, 1976. (Atkinson Report).
151. University Grants Committee (U.K.). Report of the Committee on libraries, 1967. (Chairman Dr. Thomas Parry).
152. University Grants Committee. Working Party on Provision for University Libraries. Report, London, HMSO, 1976. See also the extensive correspondence on the problems raised by the report in the Times Higher Educational Supplement, 30 April 1976 (No. 236) and subsequent issues.
153. University Grants Committee. Report of the Committee on libraries, London: HMSO, 1967 (Parry Report).
154. University of Dhaka. Annual Reports, 1947-1983.
155. University of Dhaka. Bangladesh National Education Seminar (Report), 1976.
156. University of Sheffield. Report of the Sheffield Libraries Co-ordinating committee 1979-80.
157. Urquhart, D.J. and Irving, A. Access to libraries: a study of methodology, Loughborough: University, Department of library and information studies, 1978. (BLR & D Report No. 5491).
158. U.S. Department of State. Report of the United States Library Mission to Advise on the Establishment of the National Diet Library of Japan: Submitted to the Supreme Commander for the Allied Powers, February 8, 1948.
159. U.S. National Commission on Libraries and Information Science. Resources and Bibliographic Support for a Nationwide Library program: Submitted by Palmour, Vernon E. et. al. (Rockville, Md. Westat. Inc. 1974.)

160. U.S. National Commission on Libraries and Information Science, continuing Library and Information Science Education Report, Submitted by Stone, E., et. al, Washington: ASIS, 1974.
161. Ursula, G. Picache. Education for Librarianship in Philippines (Country report). Report of the UNESCO Meeting of the supervisors of Library and Documentation Schools in the Asian Region held at Bangalore, India, Nov. 9-12, 1976.
162. Van Houten. R. Proposed Framework for a National programme in the Field of Librarianship, Information and Documentation: NLAC Report Series No. 22, Pretoria: National Library Advisory Council, Committee for the Development of Bibliographic and Information Techniques and Services, 1975.
163. Varley. D.H. Library Services in the Rhodesias and Nyasaland: Report on existing Facilities and Recommendations on Future Developments, Cape Town: 1951.
164. Washington (State). University Library. Report of the Management study of the university of Washington Libraries, Seattle: University of Washington Libraries, 1974.
165. Wells, Gladys Ann. 4th Annual Report from the States 1983: White House Conference on Library and Information Services, Albany: State Library of New York, 1983.
166. W.G.S. Adam's report on Library Provision and Policy to the Carnegie U.K. Trustees, 1915.
167. White House Conference on Library and Information Services. Final Report: Summary, Washington, D.C.: National Commission on Libraries and Information Science, 1980.
168. Williams, P.W. and Curtis, J.M. Short term experimental information network project-Final Report, Manchester: University of Manchester Institute of Science and Technology, 1975.
169. Woods, R.G. Library automation project: Final report. Southampton University Library, 1975. (Southampton University Library Automation Project Report No. 5) OSTI Report No.5223.
170. Wilson, T.D. and Marsterson, W.A.J. Local Library Co-operation: final report of a project funded by the Department of Education and science, University of Shiffield, 1974.
171. Zehery, Mohammed. H. Library Service in Kuwait: A Survey and Analysis with Recommendations for public Library Development: Ph.D. dissertation, Ann Arbor, Michigan University, 1975.

E-QUESTIONNAIRE

## 1. DETAILS OF LIBRARY

1. 1. Name and full address of the Library  
Telephone No.

1. 2. Date of Establishment of the Library

1. 3. Name and designation of the person in  
charge of the Library

1. 4. Please indicate which of the following  
arrangements apply to the library

1. 4. 1. The library is an autonomous unit with  
no branch libraries or subsidiary units

1. 4. 2. The library is an autonomous unit with  
one or more branch libraries and subsidiary  
units (e.g. mobile libraries)

Please give details of subsidiary units or  
branches

1. 4. 3. The library is a branch or subsidiary  
unit of another library

Please give name and address of the  
parent library.

2. GOVERNMENT AND ADMINISTRATION

Please outline briefly here the way in which the  
library is governed or administered

(e.g. by a statutory board, independent trust,  
elected or appointed committee, administrative



4.1. Financial period to which this section refers.

From:

To:

4.2. Does the library have its own budget allocation?

4.2.1. Yes. Please give budget figures below.

4.2.2. No. Please give expenditure figures, if maintained below. Otherwise give estimated figures and show that these are estimated by an asterisk \*.

4.3. Income and expenditure

ITEM	LAST FINANCIAL PERIOD	CURRENT FINANCIAL PERIOD
	Budget Allocation taka	Expenditure taka Budget estimate taka

STAFF  
(Salaries etc.)

Books etc.

OTHER  
(running costs etc)

TOTALS

4.4.

Sources of finance

Please state actual or estimated amounts received from various sources during the last financial period as follows:

SOURCE	AMOUNT	% OF TOTAL
Parent organisation		
Receipts from users		
other (please specify)		
TOTALS		

5. STAFF

Please give numbers of full-time and part-time (PT) staff employed in the library or information unit in the categories indicated below.

NB. Professional - employees with recognised professional qualifications in librarianship, information science.

Para-professional - employees without such qualifications who are nevertheless employed in positions requiring basic library skills.

CATEGORY	GRADUATE		NON GRADUATE		TOTAL	
	F.T.	PT.	Total	FT.	PT.	Total
Professional						
Para-professional						
Clerical						
Manual						
Totals						

6. COLLECTIONS

6.1 Please enter the details of the library collections by form and language. Please indicate the date on which these statistics were compiled.

CATEGORY	LANGUAGE	TOTALS
	Bengali, Urdu, Arabic, English, Others	
Books, bound vols.		
Pamphlets		

---

Microforms

---

Manuscripts

---

Maps, Plans

---

Pictures, Prints

---

Audio visual  
materials.  
Please specify

---

TOTALS

---

Current Perio-  
dicals received

---

6.2. Existing collections subject coverage

Please indicate here the most important subjects covered by the collections:

6.3. Growth of collections

If possible please indicate here the number of addition to the collection during the financial period used in para 4 above. If this is not possible but statistics are available for the addition to collections over another period, please give them below and state the period here.

FROM: \_\_\_\_\_ TO: \_\_\_\_\_

CATEGORY

LANGUAGE

TOTALS

BENGALI URDU ARABIC ENGLISH OTHER

Books, bound  
vols.

---

Pamphlets

---

Microforms

---

---

 Maps, plans
 

---

 Pictures,  
 Prints
 

---

 Audio Visual  
 materials  
 (Please specify)
 

---

 Totals
 

---

 Current  
 periodicals  
 added
 

---

 6.4.1 Methods of acquisition of new materials

Please indicate the estimated percentage of the total of new acquisitions recorded in 6 above which were acquired by each of the following method

Purchase from Overseas: \_\_\_\_\_%

Purchase in Bangladesh: \_\_\_\_\_%

Exchange: \_\_\_\_\_%

Gift: \_\_\_\_\_%

Other(Please specify): \_\_\_\_\_%

 7. RECORDING CONCEPTS OF COLLECTIONS:

7.1. Is an accessions register maintained? Yes

7.2. Is a catalogue or index of the collection maintained? Yes

7.2.1. Does the catalogue cover the entire stock? Yes

If no, please indicate what proportion of the stock is catalogued \_\_\_\_\_%



7.3. Physical form of catalogue

Please indicate which physical form the catalogue takes:

7.3.1. Card catalogue

7.3.2. Book form catalogue

7.3.3. Other

(Please give details)

7.4. Internal arrangement of catalogue

What method of internal arrangement is used in the catalogues

Please tick which are appropriate

7.4.1. Alphabetical by author

7.4.2. Alphabetical by title

7.4.3. Alphabetical by subject

7.4.4. Classified arrangement

7.4.5. Other arrangement (Please give details)

7.5. Union catalogue or list

Does the library contribute to any union catalogue which records all or part of the contents of more libraries.

No

Yes

Please give details of location and scope

## 8. ORGANISATION OF COLLECTIONS

This refers to the way in which the books are arranged on the shelf. Please indicate which arrangement applies:

8.1. Classified by published classification scheme.

Please state which scheme (Dewey, Library of Congress etc.) is used. \_\_\_\_\_

8.2. Classified by a scheme devised within the library.

Please give details \_\_\_\_\_

8.3. Unclassified, but arranged by broad subject groups.

Please give details \_\_\_\_\_

8.4. Arranged by alphabetical arrangement (e.g. author, title etc.)

Please give details \_\_\_\_\_

8.5. Other arrangement.

Please give details \_\_\_\_\_

## 9. ACCOMMODATION AND EQUIPMENT

9.1. Please indicate which form of accommodation most accurately describes the physical accommodation of the library.

9.1.1. Separate building

9.1.2. Shared building, but with separate room(s) for library

9.1.3. Shared rooms

9.2. What is the floor area of the library? \_\_\_\_\_

Square feet



10.1.5. Research workers Please specify fields  
of research \_\_\_\_\_

10.1.6. Other categories. Please give details \_\_\_\_\_

10.2. Actual users

Is a record maintained of the number of  
currently active users of the library or  
information unit? Yes No

10.2.1. Please estimate the total number  
of currently active users \_\_\_\_\_

10.2.2. Does this identify the different  
categories of users? Yes. No.  
Please give total number of currently  
active users \_\_\_\_\_  
Please give total number of currently  
active users \_\_\_\_\_  
and a breakdown of this figure by  
category \_\_\_\_\_

10.3. Services provided to users

Please indicate which of the following services  
are provided to users:

facilities for reading/consulting materials on  
the premises

facilities for borrowing materials for use off  
the premises

assistance in finding answer to enquiries:

preparation of bibliographies, literature

searches, etc. :

current awareness service (information on

new materials, etc.)

selective dissemination of information to

individual users:

Others (Please specify): \_\_\_\_\_

10.4. Statistics of use

Does the library maintain statistics of the

use made of its services? Yes. No.

Please attach a copy of the latest statistics, if possible relating to the latest financial period covered.

If the statistics relate to any other period, please state here the period covered:

FROM \_\_\_\_\_ TO \_\_\_\_\_

10.5. Other activities

Does the library organise any other activities

such as exhibitions, cultural agreements,

lectures etc? YES/NO. If YES, please give

details

11. PROMOTION OF THE LIBRARY AND ITS SERVICES

Please indicate which of the following activities are undertaken with a view to promoting the use and development of the library and its services:

Publication of one or more of the following:

(please give details)

Users' guide:

acquisitions list:

bibliographies:

catalogue:

Union list:

general bulletin:

other (specify)

membership of local, district, national, regional or international library science or other appropriate professional organisations (please give details) :

maintenance of any form of special relationship with any foreign or international aid or development agency Unesco, Asia Foundation, Colombo Plan, etc.

(please give details):

Preparation of a development plan or other proposals

for the development of the library and its services:

Yes.

No.

Please attach a copy of the plan or proposal

12. Do you consider the present system of Library education is suitable for satisfying our national aspiration and needs? If not, in what basic respect do you find it lacking ?
13. Are our libraries functioning effectively in relation to the community in which they are situated ?
14. Do the services of the library reflect the interests and needs of that community, e.g. farming, small industry etc.
15. Have your library been developed by the First Five Year Plan of Pakistan.
  - 15.1. In what side-Building/Staff/Collection/Services etc.
  - 15.2. In what degree ?
  - 15.3. Others
16. Have your library been developed by 2nd Five Year Plan of Pakistan?

- 16.1. If so, in what side:-  
Building/Staff/Collection/services etc.
- 16.2. In what degree ?
- 16.3. Others
  
17. Have your library been developed by the 3rd Five Year Plan of Pakistan ?
  - 17.1. In what side-Building/Staff/Collection/Services etc.
  - 17.2. In what degree ?
  - 17.3. Others
  
18. What is your reaction about the effect of development of your library during all these three Plans ?
  
19. Do you think that development has been balanced, proportionate and as per requirement ?
  
20. Have you been consulted in framing all the above development plans ? If so, in what way and in what degree ?
  
21. Do you think that the development aspects of your library have been properly looked after ?
  
22. Do you think that the bureaucrats decided exparte the development of your library according to their whims ?



23. Have you ever placed before this authority your demands stating the fields of requirements-immediate and perspective development from the socio-economic standpoint of the society ? If not, how did you receive development grants ?
24. Are you satisfied with the mechanism of library development in Pakistan ? If not how and in what respects ?
25. Do you think that the Planning Commission sitting in Karachi or Islamabad showed disparity in library development grants between West Pakistan and East Pakistan ? If so, in what field and in what amount disparity was made to East Pakistan ?
26. Do you think all types of libraries, public, academic, special and National Library were equally treated in all the three plans during Pakistan period ? If not, what is the amount and degree of imbalance between them ?
27. What is the totality of development of your library from 1947-1971 ?
28. Do you think that the development has been useful for the economic, educational and social development of the society ?

29. What is the overall effects of the three five year Plans specially from the standpoint of library development ?
30. What is your idea about the comparative development among the three plans ?
31. Can you say why library experts were not consulted or included in the national plans for the development of libraries ?
32. What is your view about other commission Reports/ Development Projects from the angle of Library Development ?
33. What is your view about the Reports framed by foreign organisations/agencies for the development of libraries in the then Pakistan ?
34. What is the extent of damage caused in your library during the Liberation war ?
  - 34.1. Building
  - 34.2. Collection
  - 34.3. Staff
  - 34.4. Services
  - 34.5. equipment
  - 34.6. others.

35. Did you feel the necessity of planning your library after the emergence of Bangladesh ?

35.1. Building

35.2. Staff

35.3. Collections

35.4. Services

35.5. Others.

If so, why and in what degree ?

36. Did you submit any development proposal to the proper authority ?

If so, give details with reasons.

37. What was the cause of the sudden necessity for the development of libraries after emergence of Bangladesh ?

38. Do you think library development has been balanced with the rapid expansion of education after emergence of Bangladesh ? If not state reasons.

39. What did the librarian as a community feel about the library development after the emergence of Bangladesh ?

40. What was the role of Library Associations of Bangladesh for library development ?

41. Do you think that libraries were properly looked after in the Bangladesh First Five Year Plan and Second Five Year Plan ?

- 41.1. What was the Library Development Plan for your library in First Five Year Plan ?
- 41.2. What was the progress of Library Development in the Two-year plan and the Second Five Year Plan ?
- 41.3. What is your comment on the library development plans of the first plan, mid plan and the second five year plan ?
42. Were you consulted in any library development projects/ Commissions etc. ? If so in what manner.
43. Do you think that the National Plans made adequate provision for library development in Bangladesh ?
44. What is the total development in your library from 1971-83.
  - 44.1. Building
  - 44.2. Staff
  - 44.3. Services
  - 44.4. Equipment
  - 44.5. Any other
45. What is your present need and future plan ?
46. What is your comment on the library development mechanism in Bangladesh ?
47. What was the project for development of your library in the FFYP and SFYP of Bangladesh ?  
If so, what was the estimated cost ?

48. What should be <sup>the</sup> role and responsibilities of librarians and library associations in planning and development of libraries in Bangladesh ?
49. What are the primary and secondary problems of library planning in Bangladesh ?
50. How can healthy library development programmes be initiated ?

Signature and Designation  
of the personnel filling up  
this questionnaire

Date \_\_\_\_\_