Exploring the Overall Scenario of English Medium School Library Systems & Services in Dhaka City.

Exploring the Overall Scenario of English Medium School Library Systems & Services in Dhaka City.

Thesis submitted to the University of Dhaka in a partial fulfillment of the requirements for the degree of Master of Arts (MA) in Information Science and Library Management.

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August 2013

Dedicated to My Beloved Parents

Declaration

I certify that this thesis entitled "**Exploring the Overall Scenario of English Medium School Library Systems & Services in Dhaka city"** is entirely my own work and has not been taken from the work of others save. I belief, it contains such materials which are not ever published and written by any other person.

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Dated: August 20, 2013

Acknowledgement

At first I wish to acknowledge the immeasurable grace and profound kindness of Almighty Allah, the Supreme Ruler of the Universe, who enables me to make my dream a reality.

I feel a profound Pleasure to express my sincere gratitude, deepest sense of appreciation to my supervisor for his scholastic guidance, advice, constructive criticism and constant inspiration from the beginning to the completion of this research. He also painstakingly the work and offered valuable suggestions for improvement of this untiring cooperation. His constant supervision and efforts helped me to a great extent bring this up to its present standards.

For completing this study, I had to depend upon different international & national publications. I am really grateful to all the authors whose work I have used in this thesis.

This thesis would have not seen the light of day without the invaluable support & cooperation of several individuals & institutions whose name I did not mention here.

I feel a profound pleasure to express my sincere gratitude to all the librarians &library professionals, other and the interviewees who took pain in replying to my questionnaires and for showing great patience during my personal interviews.

At last I would like to express my deepest sense of regard to my parents & my sisters for their kind cooperation & constant inspiration that helped me to bring out this study.

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List of Abbreviations

AACR-1   Angla Amarican Cataloguing Rules-1

AACR-1   Angla Amarican Cataloguing Rules-2

AKDN   Aga Khan Development Network

AKES,B   Aga Khan Education Service, Bangladesh

ALA   American Library Association

A Level   Advanced Level

DDC   Dewey Decimal Classification

DPS   Delhi Public School

DPS STSSL   DPS STS School Library

EISDL   Ebenezer International School, Dhaka Library

E-mail   Electronic Mail

GCE   General Certificate of Education

H.S.C.   Higher Secondary Certificate

IB   International Baccalaureate

ISD   International School Dhaka

ISDL   International School, Dhaka Library

LC   Library of Congress Decimal Classification

LRCS   Library and Resource Center Scholastica

MOU   M   memorandum of Uunderstanding

MUN   Model United Nations

O Level   Ordinary Level

OPAC   Online Public Access Catalogue

Pvt.   Private

SBSL   Sunbeams School Library

S.S.C.   Secondary School Certificate

SSPCK   Society in Scotland for Propagating Christian Knowledge

TTC   Technical Training Centers

UDC   Universal Decimal Classification

US   United States

VTI   Vocational Training Institutes

Chapter 1

Introduction

Introduction

The academic libraries have been described as the "heart" of the learning community, providing a place for students and faculty to conduct their research and advance their knowledge. In the education system, an academic library is the centre of academic life. It is important for any information professional working in an academic or any other library to know the real needs of the user community. Understanding the needs of the target group will help to develop the diverse strategies that are appropriate to obtain effective results. On the other hand, academic libraries have to improve the quality of their services to survive in this volatile competitive environment .Therefore it is crucial to evaluate the library service from customer's point of view. At the same time in order to set up user – centered service the library needs to know the users and user needs. One of the main tools that can be used to evaluate and assess the library services is the user survey. It is impossible to assess the changing needs of the clientele unless user surveys are conducted to determine user needs and their reading interests.

Academic libraries are considered to be the nerve centre's of academic institutions and must support teaching, research, and other academic programmers. The situation in academic libraries of India is the same as that of academic libraries the world over; however, Indian libraries are constrained to provide maximum information with limited resources.

Rationale of the Study

 The word 'library' is rich in tradition, meaning, and usage. The definitions of 'school library' given by various library scientists and associations reflect this heritage. Throughout the world the Library of a school is considered as part and parcel of the academic set-up. It is created and maintained to serve and support the educational activities of the school. The recommendations of numerous commissions and committees

established by the Government of India and various other states for the improvement of school education can bring in desired results provided the school has the full complement of library resources, personnel, and necessary infrastructure. So far the school library has not been given its rightful place in the scheme of things. Nevertheless, it can play a very important role and help the school in achieving the educational objectives. If we recognize the value and importance of informal system of education, then library method of self-education is sure to get its due place.

The school Library provides information, inculcates ideas, and develops knowledge that is so essential to functioning successfully in today's information and knowledge based society. It is fundamental to school library to equip students with lifelong learning skills and develop in them creative thinking and imagination, and enabling them to live as ideal and responsible citizens.

Thus, the school library must be made the hub of all the activities planned and executed in school. It can be used by students to prepare for their next class period, home examination, general education, information, competitions, recreation and inspiration. To cater to the wide varieties of demands of students and teachers it has to judiciously select and procure the prescribed/recommended text-books and other reading material from different sources, technically process it by making use of a standard scheme of classification, catalogue it to provide various access points, organize the collection on scientific lines, circulate the documents and disseminate the information in the manner most liked by the students and teachers. In addition, the school library has to serve as a resource centre as well.

The provision of School Library service must be open to the whole school community regardless of gender, race, and economic and social status, religious faith, nationality, language, and physical disabilities. The School Librarians should see to it that specific services and materials are provided to those who are for some reason unable to use mainstream library services.

In Europe and other developed countries of the world a greater emphasis is laid on the library method of teaching. The School Library Staff support the use of books and other information services which range from the fictional to documentary, from print to

electronic within the four walls of the library as well as outside. This is all done to enthuse the young minds of pupil to unfold their self and discover their potential. A lot of assignments are given to the pupil for whom they have to sit and work in the library itself. This method of teaching makes them skillful and discriminating users of library resources and services.

Although the school library has been recognised as an essential component of a good school, yet many schools of our country lack library facilities. From the prevailing picture of school situation in our country, it can be seen that much remains to be done in providing our schools with well-organised libraries, particularly so in far flung rural areas. Currently, the situation is such that a few books locked in a classroom are given the status of a library. Millions of our school children, other than those studying in public schools, are being deprived of the full complement of library resources and services, which they need and are entitled to. Even in schools where library facilities exist, the picture is not very bright. The condition of these libraries is below the standard when compared with their foreign counterparts.

In the education of young child, the printed and other audio-visual resources are essential and needed in abundance. These resources are the basic tools, which are required for the effective teaching and learning. Our educational planners and administrators have rightly stressed the point of view of quality education. It is through the library that the material needed by teachers and students can be supplied efficiently and economically and its adequacy and quality assured. Merely stocking the reading material in schools is not enough. Care must be taken to get these materials properly organised and make the same easily students and teachers. All schools, irrespective of the number of accessible to students registered, should be provided with a library organized on modern lines and supervised by a qualified trained librarian. The provision of adequate supporting staff is very much essential in achieving excellence in library and information services.

The provision of School Library service must be open to the whole school community regardless of gender, race, and economic and social status, religious faith, nationality, language, and physical disabilities. The School Librarians should see to it that specific services and materials are provided to those who are for some reason unable to use mainstream library services.

All schools have a Library period in their Time Table for all classes. Students go to the Library during this period to get the books issued or returned. The time available with the Librarian for each group is so little that he hardly gets any time to do any thing else other than normal 'issue and return' of books. The school authorities will do well to relieve the Librarian from any formal teaching work and encourage him to take extra interest in promoting library use for the larger good of students. The Principal of the school should ensure regular and timely release of funds for the purchase of reading material. Necessary tools required to technically process the reading material such as latest edition of classification scheme; cataloguing code; and list of subject headings should be made available to him. Full cooperation needs to be extended to the Librarian in the timely dissemination of information.

Of the current systems of education prevalent in Bangladesh, the English-medium (excluding the National Curriculum in English version), caters most to the needs of the very to moderately rich sections of society and has the strongest connection with the Anglo-US/US-European alliance. The spread of globalization means that the English-medium schools with their "international" curriculum and examination system are going to be more and more connected with the neo-colonial network of world capitalism.

Objectives of the Study

The library is mainly a service organization attempting to serve readers by locating needed information quickly & easily & furnishing it in a manner that the need.

The purpose of the library is to provide the right information to the right users at the right time in the right form. This implies that a library has to develop and organize its resources and services in such a way that it should facilitate easy retrieval of needed information as quickly as possible & with a minimum effort.

Here the research work & the Picture is" Exploring the overall scenario of English Medium School Libraries System & Services in Dhaka city". Keeping all these in mind, the main purpose of the present study is to explore systems & services provided to the readers & through this services how far they are benefited & how far they are expected to be benefited from the library.

There are also some other purposes which are as follows:

1. To find out the existing situation of English Medium School Libraries Systems & services in Dhaka city.
2. To determine the strength and weakness.
3. To identify the problems.
4. To put forward some recommendations that will help these Libraries to overcome users dissatisfaction.

Scope of the Study

The present study intends to cover the whole range of facts relating to the library systems and services provided by the leading English Medium School Libraries in the capital city of Bangladesh. It is hoped that the present study will be great use to the library personnel, the school authorities, the planners and educationists and also to the government, as it would constitute the first milestone around the concern. This will help the academic community as a whole.

The scope of the present work entitled "**Exploring the Overall Scenario of English Medium School Library System & Services in Dhaka City**". The resent study has been delimited to the English Medium School Libraries in the capital city of Bangladesh only.

Therefore the sample of the study is small which comprises of five English Medium School Libraries only. These are as follows:

1. Scholastica (Pvt.) Library.
2. Ebenezer International School, Dhaka
3. International School, Dhaka
4. DPS STS School
5. Sunbeams School

The above mentioned schools have been included in this study for ensuring representativeness considering the systems and services. The English medium school libraries are purposefully selected and brought under the investigation.

The present study reviews the following issues out of a large number of issues that can be studied in relation to study the systems and services of English medium school libraries in Dhaka city:

➢ Available literature on library systems and services

➢ Status of English medium school libraries in Dhaka city

➢ Survey of some selected libraries and users.

➢ Some recommendations to improve library systems and services.
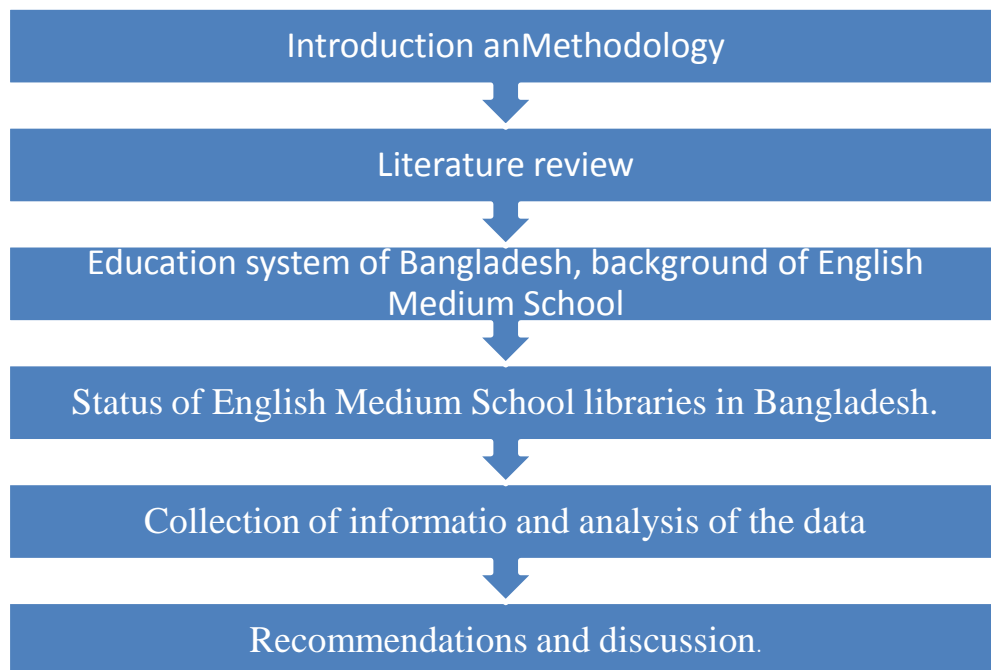
Methodology

The choice of an appropriate research methodology is important and necessary for conducting any research study. Performing the present study adequately and effectively, the following methods were used for collecting data-

Study Design:

The present study can be visualized as in Figure-1

Figure-1: Schematic view of the study

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│              Literature review                  │
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│  Education system of Bangladesh, background of  │
│              English Medium School              │
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│        Recommendations and discussion.          │
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A. **Search for literature**:

In this endeavor, the study was conducted by the help of various articles published in different journals, text and literature relating to library systems and services. Internet and other data sources were also used for the literature search.

B. **Visit to library, direct observation and interview of library professionals:**

All the libraries were visited and noted the facilities and services being offered by these libraries. Library and information professionals were interviewed for in-depth information.

C. **Sample Design:**

On the basis of type, library systems, different ranking five major libraries were selected for investigation. Four leading English Medium School were also included to make an overview of the existing system in Dhaka city.

Table-1.1 Libraries brought under survey

Sl. No.	Name	Year of establishment	Location
1.	Scholastica (Pvt.)	1977	Uttara
2.	Ebenezer International School, Dhaka	1998	Bashundhara
3.	International School, Dhaka	1999	Bashundhara
4.	DPS STS school	2009	Uttara
5.	Aga khan School	1988	Uttara
6.	Sunbeams School	1974	Uttara
7.	Sir John Wilson School	1995	Baridhara
8.	Maple Leaf International School	1972	Dhanmondi
9.	Summerfield Int'd School	1974	Dhanmondi

At the second stage more than hundred users from different groups, such as students, teachers and other groups have been interviewed.

D.   Survey:

Keeping in the view of the above aims and objectives, two sets of structured questionnaires have been designed with multiple choices and open ended questions, for collecting information, on the basis of some previous studies published in the professional journals. One was prepared   for the interview of the library professionals and other for the interview of the users of the library. Both the questionnaires were duly pre-tested and finally structured keeping in view of the objectives of the study. The questionnaire was divided into few parts comprising of background information, library resources and infrastructures, library and information services, library finance and budget, online database and manpower development aspects. One hundred structured questionnaires were

distributed among the library users. One hundred questionnaires were received after filled by the users, which have been tabulated, analyzed and resulted.

The variables and indicators of the questionnaires for libraries and users are shown in Table-1 and Table-2 respectively:

Table 1.2: Variables and Indicators for School Libraries

	Types of variables	Indicators
1.	Institutional Profile	Name of the Schools, Year of establishment, Name of the Library, Telephone, Fax, Mail, Present Address, Library Hours.
2.	Library Resources	Books, Newspaper, Journals, Acquisition, Catalogue, Classification
3.	Services	Reading Room, Reference Service, Online Public Access Catalogue, Inter Library Loan, Internet/ E-Mail Service, Photocopy, Printing Facility, Readers Advisory Service
4.	Library Divisions	Acquisition, Processing, Circulation, Reference, Periodical, Galleries, Archives.
5.	Technologies Used in the Library	Total Number of Computers, Operating Software, Internet connection, Website
6.	Library Automation Software	Library Automation Software – LIBSIS, GLAS, Koha, CDS/ISIS
7.	Reprographic Facilities	Types of Reprographic Facilities, Photocopy, Printing, Scanning, Charges.
8.	Library Budget	Total Number of Budget
9.	Library Staff	Number of Professional Staff, Semi-Professional, Non-Professional staff, Others Guards/ housekeepers/ Cleaners
10.	Any proposal Recommendation	Proposal and Potentiality, Any other developments.

Table-1.3: Variables and Indicators (Users)

Types of Variables	Indicators
1. User Information	Name of the Institution, Name of the user, Gender.
2. Category of the User	Students, Teachers, Staffs
3. Library Use	Information look in the Library, Reference Materials, Text books, Visiting the Library, Searching reading Materials, Borrowing Reading Materials, Updating due date of books.
4. Evaluation of Library Resource and Services	Level of satisfaction – Books, Journals, Use of catalogue Library staff(s) trained, New arrivals of the Library
5. Use of Library Services	Borrowing of books, Inter Library Loan, Photocopying of materials, Internet/E-mail facilities, Online access

E. Data Collection:

To bring the authenticity and reliability to the data, the interview method based upon structured questionnaire was preferred over the other applicable methods. The sample consists of the following:

English Medium School Library	05
Students	80
Teachers	10
Library Staffs	10

F. Sample:

The following samples were selected for the study:

➢ School libraries which are reputed.

> ➢ School libraries which are in ranking
> ➢ Libraries which are used by the users frequently were selected.

G. Data processing and analysis:

Two sets of questionnaires of this study were composed to scrutinize that the data recorded in the questionnaires have been perfectly filled in. All the questionnaires were duly coded after editing for computer input. The steps followed in the process of data input are:

> ➢ Entering data on computer;
> ➢ Conducting validation checks;
> ➢ Preparation of output tables.

Implementation

The study was implemented in two steps:

Step-1 Reviewing of all available relevant literature, bibliography for background study.

Step-2: Preparing and testing of questionnaires, sample design, data collection, and analysis.

Organization of the text

Chapter One is allocated for background of the study, rationales and objectives, scope, methodology applied to the study, implementation and organization.

Chapter Two deals with the available literature reviewed.

Chapter Three deals with the history of Education system of Bangladesh, background of English Medium School and development of English Medium School libraries in Bangladesh.

Chapter Four covers the existing status of English Medium Schools in Bangladesh.

Chapter Five covers data processing analysis, presentation along with finding and discussions.

Chapter Six provides problems, suitable recommendation and discussion.

Chapter 2

Literature Review

Introduction

Literature review is the most crucial part before conducting any research. To determine the proposed study, a number of literatures have been reviewed. It is mainly based on primary and secondary sources of information.

Academic libraries are an integral part of a college, university, or other institution of postsecondary education, mandated to meet the information and research needs of its students, faculty, and staff. Academic libraries are considered to be the nerve centres of academic institutions and must support teaching, research, and other academic programmes. Academic libraries may have to adopt a more strategic orientation in which the creation and delivery of service satisfactions for their users play an important role. By doing so, academic libraries also can help their institutions meet their enrollment and student retention goals.

In addition, each year new students enter the academic environment with varying library usage and information-gathering skills. Student perceptions and expectations of service from academic libraries also vary, making it imperative to better understand and define specific student needs and to provide the type and level of service that meets them.

Review of the literature

It is evident that quite a few studies have been carried out on the use of academic libraries.

According to Patience. Simmonds and Syed Sadd Andalee The librarians and library staff pro- vide numerous services to these users, addressing their diverse needs, characteristics, and interests. Academic library users have varying needs and expectations, it is the responsibility of the library staff to know these needs and expectations and strive to meet them.

According to Onwuegbuzie and Jiao (1997), "libraries represent one area in which international students have to adjust. The previous library experiences of these students is a critical determinant of how much adjustment to the library system is needed" (pp. 258-

59). Some of the reasons why international students used the library include: studying for tests, reading books on reserve, checking out books, using computerized indexes and online facilities, and meeting friends. These library usage characteristics of international students are also pertinent to other students.Providing quality services in academic libraries is now a major issue among academic librarians; they see the library more in terms of the pro- vision of and access to service quality than as just a physical place. Technology and automation have also changed the way people perceive libraries.

Olanlokun (1982) found that students use the library for class work, research, discussions, leisure, and other purposes**. Ajayi(1993)** notes that students who do not appreciate the value of the library are at disadvantage and may visit the library to only read for examinations.

Majid (2001) found that the adequacy of collection, services and facilities were closely linked to the perceptions of library effectiveness. Certain other factors contributing positively to the perception of library effectiveness were the adequacy and effectiveness of library promotion, involvement of users in the selection of library materials, convenient library location, participation in user education programmes, and availability of assistance for using library resources and facilities and subject background of library professionals.

Fidzani(1998) has explored that journals, library books and text books are most popular sources of information for course work and research and students need to be taught how to use available library resources and services**.**

Gelfand (2005) noted that the growing emphasis on usability studies and libraries trying to respond to user needs by becoming a more user –centered organization forces an organization to listen carefully to its users.

Creaser (2006) explained that one aim of user surveys must be to improve the services provided to users. High overall satisfaction levels are good for publicity, and may persuade institutional management that all is well with the library, but they should not lead to complacency within the service.

 Jubb and Green (2007) observe that academic libraries have for centuries played critically important roles in supporting research in all subjects and disciplines within their host universities or colleges.

Opara (2001) posits that the library stands in the same relationship to the society as the memory of an individual by making available and accessible to its users information required for teaching and independent study. The main purpose of an academic library as stated by Aina2004) is to support the objectives of an academic environment in the areas of learning, teaching, research, and service.

Oyesiku and Oduwole (2004) assert that in academic communities, libraries are indispensable.

Jennifer Wells (1995) states that, "the effectiveness of libraries has often been measured by the volume of library materials available to clients, the amount of use of services and resources, and the apparent or quantified satisfaction of clients. Wells's article deals mostly with library usage of undergraduate students and their academic achievements. She examines the number of times each student visited the library and whether there was any correlation between the library visit, the grades achieved, and the diversity of resources the student used in the library. Her study does not ask the students why they use the library, but what resources and services they used in the library, and the impact these had on their academic success.

Andaleeb and Simmonds (1998) identified several factors that influenced user satisfaction; these factors included responsiveness, competence and assurance (which translated to demeanor), tangibles, and resources. However, they did not investigate whether quality services leads to increased usage of the library itself.

The librarians and library staff provide numerous services to these users, addressing their diverse needs, characteristics, and interests.

Guskin (1996) notes that the use of academic libraries promotes active learning, thus contributing to students' ability to think critically and work well independently or in group. An academic environment without a library is tantamount to a person without a brain.

Behling and Cudd (1967) assert that the library user is regarded as the most logical source to determine whether the library is playing its role satisfactorily or not**.**

Popoola (2001) observes that information availability does not mean accessibility and use and that academic libraries should stimulate primary demand for their products and services. This view is upheld by **Mason (2010)**, who opines that librarians must be sympathetic and helpful to all students on the one hand and that on the other hand, students must be aware that librarians and faculty members are there to instruct and encourage their intellectual odyssey and should be seen as facilitators.

According to Felicia Yusuf & Juliana Iwu

Academic libraries have to improve the quality of their services to survive in this volatile competitive environment. It is impossible to assess the changing needs of the clientele unless user surveys are conducted to determine user needs and their reading interests.

Lancaster(1977) in his book on the measurement and evaluation of library services stated that library surveys are shifting their emphasis toward the library user, patterns of library use, and the degree to which user needs are being met.

Busha and Harter (1980), in their text on research methods, mentioned that user studies are needed to justify and expand library services and usage and to learn more about how people communicate.

Powell (1997) includes frequency of library and information use, attitudes and opinions regarding libraries, reading patterns, levels of satisfaction, demographic data, personality, lifestyle and awareness of library services.

American heritage dictionary The main functions of an academic library are to provide resources and research support for students and faculty of the educational institution. Specific course-related resources are usually provided by the library, such as copies of textbooks and article readings held on 'reserve' (meaning that they are loaned out only on a short-term basis, usually a matter of hours). The academic library provides a quiet study space for students on campus; it may also provide group study space, such as meeting rooms.

Chamani Gunasekera states The school library service can provide advice and support on school libraries and related resources. We can also provide training on a range of library and information subjects. The school library should provide access to a wide range

of resources that meet the needs of the users regarding education, information and personal development. It is imperative that collections continue to be developed on an ongoing basis to ensure that the users have constant choice of new materials. In addition, a school library should acquire materials for leisure purposes such as popular novels, music, computer games, videocassettes, video laser disks, magazines and posters. These kinds of materials may be selected in cooperation with the students to ensure it reflects their interests and culture, without crossing reasonable limits of ethical standards.

The school library should cover a wide range of activities and should be a main role player in achieving the mission and vision of the school. It should aim to serve all potential users within the school community and meet the particular needs of different target groups.

McMuedo, (1980) states the users' satisfaction depends on the ability of the school library to identify the needs of individuals and groups, and on its capability to develop services which reflect changing needs in the school community. The students are the main target group of the school library. Cooperation with other members of the school community is important only because it is in the interest of the students. Students can use the library for many different purposes. It should be experienced as an open free non-threatening learning environment where they can work on all sorts of assignments, as both individuals and groups.

The students activities in the library are likely to include the following:

> ➢ traditional homework
> ➢ project work and problem solving tasks
> ➢ information seeking and information use
> ➢ production of portfolios and material to be presented to teacher and classmates

Empowering the learning community states that "Libraries have a vital role to play in underpinning education in the broadest sense" but goes on to indicate that the review of literature should examine links between educational attainment and use of the school library.

Bryce Allen states that academic libraries would have the benefits of timeliness and cost containment. They would move from providing access through ownership to providing

access through networks, and from acquiring materials in anticipation of potential patron need to providing information in response to expressed patron demand.

Canadian Association for School Libraries (2003)

A Vision for School Libraries -Cultural equalizer, Preserving and fostering, Building a learning society of information literate citizens, Lifelong learning, active learning, resource-based teaching and learning, collaborative learning and teaching Gateway to the world

Alberta Education Proposed perspective for transforming school library services is that of a student-centered, collaborative "learning commons", Supports learning and teaching innovation in collaboration with staff, students, other libraries and the community and Developed through a school library learning commons plan that is part of the whole school plan focused on student learning outcomes.

School Library Services support students in programs of study and information literacy development through infusing inquiry-based learning into cooperatively planned, taught and assessed learning experiences.

Fayose (1971) remarks that the school library has been conceived as the centre of all school's planning and development. This is in the realization that knowledge, and indeed, information provided in libraries are basic to the successful execution of the school curriculum and should therefore be central to the learning efforts of both school children and as well as their teachers. In other words, school library services are as fundamental as they are indispensable to learning and attainment of educational goals and objectives.

The opinion of **Ajumobi (1983)** the provision of a functional library in every school is a necessity to enhance effective intellectual imagination and creative thinking to supplement class-room teaching. There is, of course, no doubt that through the services provided by the school libraries, accumulated knowledge in diverse area of human endeavour become not only readily but also cheaply available. Certainly, with the rising costs of books and other information materials, no one doubts the fact that it is increasingly difficult for an individual to buy all that he/she should or would want to read. It is in this connection that the benefits derivable from well-stocked and organized school libraries remain largely unquantifiable.

Dolapo (1988) in the expression of the view that "if there are adequate libraries in our schools and they are profitably used, the number of hooligans and law-breakers in our schools will reduce drastically, because the tender minds of the students will have to be usefully engaged in reading in libraries". This formed the basis of his advice that books must be used to develop individual capabilities so as to give the best, and get the best from the society.

Both **Fayose (1996) and Ajumobi (1983)** share views quite similar to the above as they express the strong belief that the school library is not just the intellectual provision of a functional library in every school but also affords such a school the opportunity to improve the intellectual capabilities of students and by so doing, complements the classroom teaching

Aje (1988) gives an apt summary of the scenario in the expression that the school library is "an inexhaustible store-house of knowledge where he (the child) goes at will to help himself as vivaciously as possible".

International Association of School Librarianship (IASL)

The school library is a learning environment that provides space (physical or

virtual), access to resources, and services to encourage and support student and teacher learning. The school library and the school library staff draw attention to the expanding resources available for teaching and learning, supporting the curriculum, supporting teaching and learning, however, team members agree that in many parts of the world school library resources are mostly books and other print media, as well as a variety of audiovisual resources.

Chapter 3

English Medium Schools in Bangladesh: A brief overview

Introduction

We live in the Information Age, and because we do, information literacy has become universal currency—the single common denominator required for success at any stage of life. This is especially true for our children who, now more than ever, must be equipped to access, use, and evaluate information competently in both print and electronic formats. Resource-rich school libraries and credentialed school librarians play key roles in promoting both information literacy and reading for information and inspiration. When staffed by qualified professionals trained to collaborate with teachers and engage students meaningfully with information that matters in the real world, school libraries become sophisticated 21st-century learning environments that offer equal opportunities for achievement to all students, regardless of the socio-economic or education levels of the community.

The education system in Bangladesh

The education system in Bangladesh is characterized by co-existence of three separate streams. The mainstream happens to be a vernacular based secular education system carried over from the colonial past. There also exists a separate religious system of education. Finally, based on use of English as the medium of instruction, another stream of education, modeled after the British education system, using the same curriculum, has rapidly grown in the metropolitan cities of Bangladesh.

However diverse the above streams may apparently look, they have certain common elements, and there exists scope for re-integration of graduates of one stream with the other at different levels.

The mainstream education system in Bangladesh is structured as follows: -

a.   One or two year pre-primary education imparted in private schools/kindergartens, and informally in government primary schools for six months.

b.   Five-year compulsory primary education for the 6-10 year age group, imparted mainly in government and non-government primary schools. In metropolitan cities,

however, government and non-government primary schools cater to the educational needs only of the poorer sections of the people, as the better-off families usually send their children to Private English Medium schools/ secondary schools that run primary sections as well. There, however, exist a substantial number of NGO run non-formal schools catering mainly for the drop- outs of the government and non-government primary schools. Very few NGOs however impart education for the full 5-year primary education cycle. Because of that, on completion of their 2-3 year non-formal primary education in NGO run schools, students normally re-enter into government/ non-government primary schools at higher classes. NGO run schools differ from other non-government private schools. While the private schools operate like private enterprises often guided by commercial interests, NGO schools operate mainly in areas not served either by the government or private schools essentially to meet the educational needs of vulnerable groups in the society. They usually follow an informal approach to suit the special needs of children from the vulnerable groups.

c. On completion of primary education, students (11+) enroll for junior secondary education that spans over 3 years. At the end of this phase of education, some students branch out to join the vocational stream, offered at VTI and TTC run by the Ministry of Education, and the Ministry of Labour and Employment respectively, while students in the mainstream continue in government and non-government secondary schools for a 2 year secondary education in their respective areas of specialization i.e. humanities, science, commerce, etc. At the end of their secondary education, the students sit for their first public examination (S.S.C.) under the supervision of six education boards.

The students of religious education and English medium streams also sit for their respective public examinations, Dakhil, and O level, conducted by the Madrasah Education Board, and London/Cambridge University respectively, facilitated by the British Council in case of the latter.

d. After 10 years of schooling at primary and secondary level, students (16+) who succeed in passing the S.S.C. examination have the option of joining a college for a 2 year higher secondary education in their respective areas of specialisation, or enrol in technical/ poly technical institutes for technical education. After 2-year higher secondary education, one has to sit for another public examination called

Higher Secondary Certificate (H.S.C.) Examination conducted by the Education Boards to qualify for further education.

Students of Religious and English Medium streams also sit for their respective public examinations, Alim, and 'A' level, conducted by the Madrasah Education Board and London/Cambridge University respectively to qualify for further education.

e.   Under-graduate education of various duration (2 to 4 years) are offered to 18+ students at a number of public and private universities / degree colleges/technical colleges/ specialised institutions. Successful completion of a degree course is a pre-requisite for appointment to a white-collar civilian job.

f.   Post-graduate education normally of 1-2 year duration is provided at universities and selected degree colleges and institutions.

English Medium Education worldwide

An English-medium education system is one that uses English as the primary medium of instruction – in particular where English is not the mother tongue of the students.

Initially associated with the expansion of English from its homeland in England and the lowlands of Scotland and its spread to the rest of Great Britain and Ireland, the rise of the British Empire increased the language's spread, as has the increased economic and cultural influence of the United States since World War II.

Because a working knowledge of English is perceived as being valuable, many states throughout the world where English is not the predominant language encourage or mandate the use of English as the normal medium of instruction.

Canada

Education in a provincial matter under the Canadian constitution, section 92. French language rights have been guaranteed in the province of Quebec since the Treaty of Paris 1763, French outside of Quebec and all other minority languages have faced laws against them at one time or another. English-only education laws were gradually rolled out across Canada during the nineteenth and twentieth century, culminating in the Manitoba Schools Question 1896 and Regulation 17 in Ontario in 1912, which both attacked French and other European minority language, and the Indian residential schools system which attacked Aboriginal languages.

These policies were gradually abolished in the wake of Canada's adoption of official bilingualism (French/English) in 1969 and multiculturalism in 1971, but English remains the predominant language of education outside of Quebec and New Brunswick.

Wales

The Laws in Wales Acts 1535–1542, passed by the Parliament of England, annexing Wales to the Kingdom of England are sometimes known as the "Acts of Union."

An often quoted example of the effects on the Welsh language is the first section of the 1535 Act, which states: "the people of the same dominion have and do daily use a speche nothing like ne consonant to the naturall mother tonge used within this Realme" and then declares the intention "utterly to extirpe alle and singular sinister usages and customs" belonging to Wales.

Section 20 of the 1535 Act makes English the only language of the law courts and that those who used Welsh would not be appointed to any public office in Wales:

Also be it enacted by the Authority aforesaid, That all Justices, Commissioners, Sheriffs, Coroners, Escheators, Stewards, and their Lieutenants, and all other Officers and Ministers of the Law, shall proclaim and keep the Sessions Courts, Hundreds, Leets, Sheriffs Courts, and all other Courts in the English Tongue; (2) and all Oaths of Officers, Juries and Inquests, and all other Affidavits, Verdicts and Wager of Law, to be given and done in the English Tongue; (3) and also that from henceforth no Person or Persons that use the Welsh Speech or Language, shall have or enjoy any manner Office or Fees within this Realm of

England, Wales, or other the King's Dominion, upon Pain of forfeiting the same Offices or Fees, unless he or they use and exercise the English Speech or Language.

An effect of this language clause was to lay the foundation for creating a thoroughly Anglicised ruling class of landed gentry in Wales, which would have many consequences.

The parts of the 1535 Act relating to language were definitively repealed only in 1993, by the Welsh Language Act 1993, though annotations on the Statute Law Database copy of the act reads that sections 18–21 were repealed by the Statute Law Revision Act 1887.

In July 1846, the British Government appointed three commissioners, to enquire into the state of education in Wales; the Commissioners were all monoglot English-speakers.

The Commissioners reported to the Government on 1 July 1847 in three large blue-bound volumes. This report quickly became known as Brad y Llyfrau Gleision (The Treachery of the Blue Books) as, apart from documenting the state of education in Wales, the Commissioners were also free with their comments disparaging the language, Non-conformity, and the morals of the Welsh people in general. An immediate effect of the report was for a belief to take root in the minds of ordinary people that the only way for Welsh people to get on in the world was through the medium of English, and an inferiority complex developed about the Welsh language whose effects have not yet been completely eradicated. The historian Professor Kenneth O. Morgan referred to the significance of the report and its consequences as "the Glencoe and the Amritsar of Welsh history."

Ireland

The poet Spenser wrote in (1596) a recommendation that "the Irish ... be educated in English, in grammar and in science ... for learning hath that wonderful power of itself that it can soften and temper the most stern and savage nature."

The setting up of 'Royal Schools' in Ireland, was proclaimed in 1608 by James I, with the intended purpose "that there shall be one Free School at least appointed in every County, for the education of youth in learning and religion."

These schools provided an English-medium education to the sons of landed settlers in Ireland, most of whom were of Scottish or English descent.

However, only five such schools were actually set up; The Royal School, Armagh in County Armagh, Portora Royal School in County Fermanagh, The Cavan Royal School in County Cavan, The Royal School Dungannon in Tyrone and The Royal and Prior School in County Donegal.

The *National Education System* (sic) was founded in 1831, by the British Government, under the direction of the Chief Secretary, E.G. Stanley. Some 2,500 national schools were established in Ulster in the period 1832–1870, built with the aid of the Commissioners of National Education and local trustees.

Prof. S. Ó Buachalla states

During the first four decades of their existence, there is no mention of the Irish language in the programme of regulations of the Commissioners of National Education; furthermore no provision whatsoever was made in 1831 when the original scheme was drawn up for education of those children who spoke Irish only. According to the official opinion of later Commissioners, expressed in a formal reply to the Chief Secretary in 1884, "the anxiety of the promoters of the National Scheme was to encourage the cultivation of the English language.

The Irish patriot P.H. Pearse published a series of studies of the English-medium education system in Ireland. His article entitled The Murder Machine embodies an article which appeared in the Irish Review for February 1913.

Pearse wrote in his pamphlet the following

And English education in Ireland has seemed: to some like the bed of Procustes, the bed on which all men that passed that way must lie, be it never so big for them, be it never so small for them: the traveller for whom it was too large had his limbs stretched until he filled it; the traveller for whom it was too small had his limbs chopped off until he fitted into it—comfortably. It was a grim jest to play upon travellers. The English have done it to Irish children not by way of jest, but with a purpose. Our English-Irish systems took, and take, absolutely no cognisance of the differences between individuals, of the differences between localities, of the: differences between urban and rural communities, of the differences springing from a different ancestry, Gaelic or Anglo-Saxon.

Scotland

Attempts were made by legislation, in the later medieval and early modern period, to establish English at first among the aristocracy and increasingly amongst all ranks by education acts and parish schools. The Scots Parliament passed some ten such acts between 1494 and 1698.

In 1609 nine Gaelic chieftains were abducted and forced to sign the Statutes of Iona,[11] which would seem to have been designed specifically to Anglicize leaders and institutions of Gaelic society, in order to bring it under control of central government.

Among the items listed in this agreement was the "planting of the gospel among these rude, barbarous, and uncivil people" by Protestant churches; the outlawing of bards who were traditionally on circuit between the houses of noblemen; the requirement that all men of wealth send their heirs to be educated in Lowland schools where they would be taught to "speik, reid, and write English."

The then King James VI, followed this by an Act in 1616, which sought to establish schools in every parish in the Highlands so that "the youth be exercised and trained up in civilities, godliness, knowledge, and learning, that the vulgar English tong be universally plant it, and the Irish language, whelk is one of the chief and principal causes of the continuance of barbarities and incivilities among is the inhabitants of the Ilis and Heylandis, may be abolishment and remove it."

In 1709 the SSPCK was established in order to further funding sources for Highland church schools. All manner of incentives and punishments were used to stop children from speaking Gaelic. The SSPCK had 5 schools by 1711, 25 by 1715, 176 by 1758 and 189 by 1808, by then with 13,000 pupils attending. At first the SSPCK avoided using the Gaelic language with the result that pupils ended up learning by rote without understanding what they were reading. In 1741 the SSPCK introduced a Gaelic-English vocabulary, then in 1766 brought in a New Testament with facing pages of Gaelic and English texts for both languages to be read alongside one another, with more success. After a number of years of unsuccessful attempts at English-only teaching methods, it was realized that literacy in Gaelic was a much more effective means of teaching and a bridge towards fluency in English.

Since 1918 education acts have provided for teaching Gaelic in Gaelic-speaking areas, but development was very slow until Gaelic became an initial teaching medium in the Gaelic areas of Inverness-shire and Ross-shire from 1958. In 1975 the newly-created Western Isles education authority introduced bilingual primary education shortly followed by Highland Region in Skye. Gaelic-medium primary education commenced with two schools in 1985, growing to 42 units by 1993/94.

In secondary education, Gaelic has long been taught as a subject—often through the medium of English, even to native speakers. A move towards bilingual secondary education in the Western Isles was frustrated by a change of government in 1979. Gaelic-medium secondary education has developed less satisfactorily. Gaelic-medium streams followed on from primary in Glasgow and Inverness—and there has been some experimentation in the Western Isles—but the sector is hampered by acute teacher shortage, and an inspectorate report of 1994 regards Gaelic-medium secondary education as divisive and inappropriate.

Third level provision through Gaelic is provided by Sabhal Mòr Ostaig (literally: "the great barn at Ostaig") a Gaelic medium college based in Sleat, on the Isle of Skye in north west Scotland. It is part of the UHI Millennium Institute, and also has a campus on Islay known as "Ionad Chaluim Chille Ìle."

In 2004, Prince Charles, Duke of Rothesay, (who is patron of the College) stated that:

The beauty of Gaelic music and song is inescapable. But without the living language, it risks becoming an empty shell. That is why an education system, up to the level represented by the college here in Skye, is so important – to ensure fluency and literacy which will continue to renew the health and creativity of the language

The Gaelic Language (Scotland) Act 2005 is the first piece of legislation to give formal recognition to the Gaelic language in Scotland. It recognizes Gaelic as an official language of Scotland, commanding "equal respect" with English.

Education Minister Peter Peacock, who has ministerial responsibility for Gaelic, said: "This is a momentous day for Gaelic as we open a new chapter in the language's history.

We have come a long way since the dark days of 1616 when an Act of Parliament ruled that Gaelic should be 'abolish it and remove it' from Scotland."

Cornwall

A revealing instance of attempted cultural assimilation is the Prayer Book rebellion of 1549, where the English state sought to suppress non-English language speaking with the introduction of the Book of Common Prayer, which was made available only in English. In replacing Latin with English, and under the guise of suppressing Catholicism, English was effectively imposed as the language of the Church, with the intent of it becoming the language of the people. At the time people in many areas of Cornwall did not speak or understand English.

The forced introduction of English to church services in Cornwall provided a major reason for the rebellion. The articles of the rebels states: "and we the corny she men (whereof cretin of understand no English) utterly refuse this new English."

The British Raj

British records show that indigenous education was widespread in the 18th century, with a school for every temple, mosque or village in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion. The schools were attended by students' representative of all classes of society. Gandhi is said to have described the traditional educational system as a beautiful tree that was destroyed by British rule.

The Charter Act of 1813 decreed that English would be taught in the Indian education system although not as a replacement for indigenous languages. Instead, it was anticipated that English would co-exist with Oriental studies as a means by which moral law could be reinforced.

The 1817 publication of James Mill's *History of British India* proved to be a defining text in the theories of how education policies should be formed (ed. Horace Hayman Wilson: London, Piper, Stephenson and Spence, 1858). Mill advocated the introduction of European knowledge to counter balance Indian traits judged to be irrational. Instilling ideals of reason would accordingly 'reform' Indians by the example of Western systems of

thought and outlook. His ideas discredited Indian culture, language and literature even as its assumptions of moral superiority authorized and justified the presence of the British in India.

The current system of education was introduced and funded by the British in the 19th century, following recommendations by Thomas Babington Macaulay. Traditional structures were not recognized by the British government and have been on the decline since.

Thomas MacAulay's infamous 'Minute On Indian Education' (1835) encapsulates both the overt and covert agendas for such a policy.

The term 'Macaulay's Children' is used to refer to people born of Indian ancestry who adopt Western culture as a lifestyle. It is usually used in a derogatory fashion, and the connotation is one of disloyalty to one's country and one's heritage.

The passage to which the term refers is from his 'Minute on Indian Education' delivered in 1835. It reads:

It is impossible for us, with our limited means, to attempt to educate the body of the people. We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and color, but English in taste, in opinions, in morals, and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population.

In 1835 Lord William Bentinck revitalized the earlier Charter Act with his New Education Policy which determined that English should be the official language of the courts, diplomacy and administration. Prior to this Persian had been the accepted language of diplomacy. Bentinck's motive was ostensibly to "regenerate" society, but the ramifications were boundless. From this moment on only those with Western style education and knowledge of English were eligible for government employment or for a career in public life.

In 1854 Sir Charles Wood published his Education Dispatch which was aimed at widening the availability of Western oriented knowledge. Universities were established under the London examining model in Calcutta, Bombay, and Madras.

Lord Ripon's Hunter Commission of 1882 somewhat belatedly advocated that there should be increased provision of education at primary level and for women. The theory was that there would be a subsequent rise in the caliber of applicants for third level entry.

The inevitable result was that an Indian-based education was viewed as being second rate in comparison to an English-medium education.

India

The success of this 'Indian Education Policy' can perhaps be measured, by the content of the recent address of Dr Manmohan Singh the Prime Minister of India:

Of all the legacies of the Raj, none is more important than the English language and the modern school system. That is, of course, if you leave out cricket! Of course, people here may not recognize the language we speak, but let me assure you that it is English! In indigenizing English, as so many people have done in so many nations across the world, we have made the language our own. Our choice of prepositions may not always be the Queen's English; we might occasionally split the infinitive; and we may drop an article here and add an extra one there. I am sure everyone will agree, Nevertheless, that English has been enriched by Indian creativity as well and we have given you back R.K. Narayan and Salman Rushdie. Today, English in India is seen as just another Indian language.

Pakistan

The Government of Pakistan has recently announced the introduction of English lessons on a phased basis to all schools across the country. This new policy states that "English language has been made compulsory from Class-1 onwards" and the "Introduction of English as medium of instruction for science, mathematics, computer science and other selected subjects like economics and geography in all schools in a graduated manner." Caretaker Minister for Education Mr. Shujaat Ali Beg declared 25 January 2008 that eighteen colleges of the city of Karachi would be made *"Model English Medium Colleges,"*

Bangladesh

In Bangladesh the system of education is divided into three different branches. Students are free to choose anyone of them provided that they have the means. These branches are: The English Medium, The Bengali Medium, and The Religious Branch. In the English Medium system, courses are all taught in English using English books with the exception for Bengali and Arabic. English medium schools are mainly private and thus reserved for the wealthy class. O and A level exams are arranged through the British Council in Dhaka.[25]

The Union of Myanmar

In the Union of Myanmar, the education system is based on the British Colonial model, due to nearly a century of British and Christian presences. Nearly all schools are government-operated, but there has been a recent increase in privately funded English language schools.

The Philippines

The United States of America won the Philippine-American War (1898–1901), and declared the Philippines a US colony. US imperial rule followed. Mac Síomóin quotes the Filipino scholar E. San Juan who made the following comment regarding the use made by the US administration of the English language to rule his country:

Its conquest of hegemony or consensual rule was literally accomplished through the deployment of English as the official medium of business, schooling and government. This pedagogical strategy was designed to cultivate an intelligencia, a middle stratum divorced from its roots in the plebian masses, who would service the ideological apparatus of Anglo-Saxon supremacy. Americanization was mediated through English, sanctioned as the language of prestige and aspiration.

History of English Medium School in Bangladesh

After the British had left the Indian Subcontinent, the territory presently known as Bangladesh came under Pakistani regime as the state of East Pakistan. Education during this period was still very scarce but those who had the means of acquiring it were no longer considered second-class citizens. The state language, however, was Urdu: the mother tongue of Pakistan. In the region of East Pakistan, the native language was Bengali and not Urdu. Hence, a conflict over language was eminent. School systems were still largely functioned in the English language as few schools, such as the Holy Cross and numerous Cadet Colleges, were still taught by the British and the nuns. However, in order to obtain government jobs, one had to know Urdu as it was the state language. Bengalis did not want to learn Urdu as the felt obliged to submit their rights to the Pakistanis. As such, after a long and bloody language movement, Bengalis were given the practice the language Bengali in their own homeland. So, to recap, during the Pakistani era, the educational system was mainly to indoctrinate students to the Urdu language.

After the liberation war of Bangladesh in 1971, the People's Republic of Bangladesh became an independent nation free to choose its own educational destiny. As Bangladesh was, and still is, a secular state, many forms of education were permitted to co-exist. The formidable British system was, and still is, largely practiced. In fact, presently, the Bangladeshi system of education is divided into three different branches. Students are free to choose anyone of them provided that they have the means. These branches are: a) The English Medium, b) The Bengali Medium, and c) The Religious Branch

The English Medium

The British rule in the Indian Subcontinent is still very influential as the second official languages of India, Pakistan, Bangladesh, etc. are still English. Students in Bangladesh have the right to attend schools in the English medium where courses are all taught in English using English books with the exception of the Bengali courses and the Religious course which are offered in Bengali and Arabic. However, English medium schools are mainly private and thus reserved for the wealthy class. After three years of pre-school, students must successfully pass through ten grades to be eligible for writing the Ordinary Level Exams, also called the O-Levels. Then after one more year of studies, students can write the Advanced Level (A-Level) Exams. Both these routines are offered for Arts

students and to Science students. The O-Levels and A-Levels are both prepared in England and are common to every country in the world at the same time. To write these exams, students must go to the British Council in Dhaka (capital city of Bangladesh). Once the exams are written, they are sealed in envelopes and sent to England for corrections. After the A-Levels, students are free to choose their subjects in the Universities but most tend to leave the country to study abroad.

The Bengali Medium

Alternative to the English Medium is the Bengali Medium, which is offered by the government. In the Bengali Medium, all the courses are offered in Bengali with the exception of English courses and the Religious course. The tuition fee is minimal compared to English schools but they still vary largely between schools. For example, a government school for the children of Army officers is more likely to be more expensive than a government school in a poor village district. But everybody has the right to attend these schools provided that one meets the minimum criteria. After three years of pre-school, students in the Bengali medium do five years of primary school. Then they move to high school for grade five to grade ten. At the end of the tenth grade, one must write the Matriculation Examination, which is common to everybody graduating the same year in Bangladesh. These exams are divided in regional boards to be administered and students write the exams in different schools as indicated by their respective boards. Once finished, these exams are corrected by professors from all over the country and standings are published in the paper. There are three divisions for the results. The first division is comprised of students who received grades of 60 percent or above. The second division is for students with an average of 45 percent to 59 percent. And the third division is for students having an average of 33 percent to 44 percent. Below 33 percent is considered a failure and students in this category are forced to rewrite the exam the next year. Students obtaining 80 percent or higher are given special recognition.

The Religious Branch

Bangladesh is a very poor country with millions of homeless children. To educate these children, there are religious institutions called "Madrashas" where these children are sheltered, fed and taught the ways of Islam by priests. These children learn the scripts from the Koran and the regular prayers. Madrashas are generally linked to Mosques and

the children usually serve the Mosque. As subsidies for these institutions are very low, often these establishments rely on public donations and donations to the Mosques. Higher studies for these establishments are close to non-existent and upon maturity, the children often become priests and other religious figures. Islam plays a very dominant role in the education systems of Bangladesh. In all the branches, it is required by the government since 1983 to teach Islamic studies. Hence, children learn to read Arabic from a very early age. Nevertheless, non-Moslem students are never forced to learn the Koran and can regularly be excused from Islamic courses.

The above are the main branches of the Bangladeshi system of education. Besides these, there are other disciplines such as cadet colleges and boarding schools where children are taught mainly under military regime to join the national Army upon graduation. Even then, the common exams are still required by the students under these systems

English based learning in Bangladesh today

The growing availability of English medium education in Bangladesh attests to the increasing demand for the global language, both domestically and internationally. Even traditional, national-curriculum following Bangla medium schools, such as Viqarunnisa Noon School or St. Josephs have established "English medium" sections. These sections teach the basic national curriculum as translated in English, and usually have only one Bangla class, for at most 45 minutes per day. In the O'level exams in English medium schools, the Bangla section is easily passable, as discussed by several alums of such schools for this article. "Since Bangla is taught as a second language, the section is fairly easy, and almost everyone will score an A," explained a graduate from Sunbeams. This trend, along with the rise in British-curriculum English medium schools in the country, attests to the language's continued prestige in the region.

The rise in the usage of English, beyond schools and corporations, testifies to the effect of globalization in Bangladesh. As the country promotes foreign investors, for example, the importance of having proficient English becomes crucial, for everyone. Since the mid-20th century, or when independent nations started forming from colonialism, English-based educational institutions started to flourish in order to speed up the process of development; in Bangladesh, the rise in such schools was concurrent with the liberalization of the market

and flowing international aid. In Bangladesh and around the world today, governments are increasingly making English classes compulsory at younger ages, though often without providing the necessary funding for training teachers and for teaching material.

Chapter 4

Status of English Medium School in Dhaka city

Since the British rule there has been somewhat harmonious coexistence of English and Bangla, the state language, in Bangladesh, which is a monolingual country. Here substantial command over English is considered as a linguistic passport to the arena of globalization and competitive white-collar job market, especially the non-government ones. The booming of multinational companies along with the private ones in the recent years has acted as a socio economic factor underlying the increasing awareness in learning English. This job related factor has given English language the status of career oriented language with a colonial tinge of aristocracy and high prestige triggering Bangladeshi people to learn English not for mutual communicative purpose but to compete the job market. In Bangladesh English is associated with better white-collar job, which earns a person social prestige. Here, a person's socio-professional identity can be better understood from the nature of his spoken language. White-collar service holders and professionals, in Bangladesh, are found to mix Bangla and English in their conversation.

The history of English in the language behavior of Bangladeshis (Bangladesh was a part of the then undivided India) dates approximately 500 years back when the British landed on the then India along with their language. The then Indian people had to learn English, which was an official language, to get a better job in sector and students had to have a very good command over English because most of the books of occidental knowledge, history, philosophy and technology were written in English. In 1947 the British colonial rule in the then India ended but surprisingly English continued to reign the linguistic domain. In 1952 the then Pakistani rulers attempted to establish Urdu, neglecting Bangla, which agitated the then East Pakistanis (now Bangladeshis) and it resulted in the Language Movement of 21 February 1952 when police fired on the agitators. Bangla was declared as one of the state languages of the then Pakistan at the cost of the martyrdom of patriots. It is a matter of great honors that 21st February has been declared as International Mother Language Day by UNESCO on 17 November in 1997 and it is the first ever formal step to recognize the honors of mother tongue. So naturally Bangla language is simultaneously an issue of both sensitivity and pride among Bangladeshis. After the Language Movement in 1952, the official activities used to be carried out in English to avoid language clash in two

regions (East Pakistan and West Pakistan), On 16 December, 1971the Pakistanis were ousted from the soil of Bangladesh and so was their language Urdu, but English still remained in the language behavior of the Bangladeshis. In 1987 the then President H M Ershad established Bangla Procholon Aeen (Bangla Introduction Act), which formally gave Bangla the official status of being used in all administrative activities of the government. Since then Bangla language has been used in much wider fields than ever before. Surprisingly this has not extinguished English. Though in the constitution of Bangladesh there is no declared place for English yet the use of English is found in some government events or activities if the situation demands.

In Bangladesh English is taught, in primary, secondary, higher secondary and tertiary levels, in all three categories of education system: Bangla Medium, English Medium and Madrasa system. In most Bangla medium schools and colleges the medium of instruction is Bangla and English is an obligatory subject, but Dakhil Madrasha, recognized by the government, give much more importance on Arabic than Bangla and English. In the English medium schools the medium of instruction is solely English though Bangla is taught to the students. There is compulsory English course in tertiary level also. At university levels, though there is a scope to choose the Bangla medium in public universities, in private universities the medium of instruction is English. So it is natural that students from all these categories have varied ranges of proficiency in English. English has a strong demand in white-collar job market especially in multinational companies, UN projects, renowned NGOs, private banks and renowned private companies, which is evident in their job advertisement and it has created a strong motivation among the Bangladeshis to be proficient in English.

Aga Khan School, Dhaka

The Aga Khan School, Dhaka, is an English Medium School, in Uttara, Dhaka under the Aga Khan Development Network (AKDN) and the Aga Khan Education Service, Bangladesh (AKES,B). It is one of the earliest private English Medium schools in Bangladesh founded in 1988, in a small campus in Siddeshwari, Dhaka.

History

The Aga Khan School Dhaka was formed back in 1988, in the library of the Ismaili Tariqah and Religious Education Board (ITREB) an institution of the Aga Khan Education Service, Bangladesh. The foundations of the present system were laid by Sir Sultan Mohamed Shah, Aga Khan III, under whose guidance over 200 schools were established during the first half of the 20th century, the first of them in 1905 in Zanzibar, Gwadur in Pakistan and Mundra in India Since the creation of Aga Khan Education Service companies in the 1970s, the schools have been centrally administered and managed. The school started with 25 students and 7 teaching staff, occupying classes IX to XII. In August 1990 the present Senior Section opened in Uttara, The Junior and Primary sections were opened in 1999 and 2000. There is no longer a tin shed used as a ceiling in the classrooms. In addition to the advances made to the main building, there now stand two more buildings within the campus that are referred to as the "New building" and the "Red Building" now. There are Physics and Chemistry Labs and a Multi-purpose room. The old backyard is gone and in addition to the existing football field and a basketball court, there is now a Volleyball court.

The Aga Khan School, Dhaka achieved a major milestone in its history in April 2009 when it was authorized as an International Baccalaureate World School. In 2009, Mr. George G. Kays (July 1998 - June 2009) was the longest serving Head of Education, serving the school for eleven long years. Mrs. Jacqueline Parai served as the Head of the School from 2009 to 2011. On 21 August, Mrs. Jacqueline Parai resigned from office for personal reasons. Miss Nicola Sum, who has experience of working in Australia and England has taken her position as the Head of Education of the school.

Description

The school has a student body of 1,200 and a faculty of 103 teachers. The school offers education from preschool to higher secondary levels (Playgroup, Nursery, Kindergarten I and II and Grades 1 to 12), following the British national curriculum, leading to GCE Ordinary Level and GCE Advanced Level examinations.

There are three sections, with three head's; Fawzia Chowdhury (Head of Senior School), Fatima J. Husein (Head of Middle School) and Latifa Rahman (Head of Primary School).

The Chairman of the Board is Mr. Suleiman Ajanee. The school organizes annual events, functions and concerts. Every year, the Ordinary and Advanced Level examinees of Aga Khan School perform impressively in the exams, as evidenced by their presence at the Daily Star Awards for schools following the Cambridge national curriculum

International Baccalaureate certification

The Aga Khan School, Dhaka has been an IB World School since April 2009. It offers the IB Primary Years Programme in English. Additionally, the school is moving to the complete International Baccalaureate (IB) Curriculum, which will be conducted at new premises at Basundhara, Dhaka. The institute offering the IB programme will be named The Aga Khan Academy.

The proposed Aga Khan Academy has been in the planning stages for several years, and the Aga Khan Education Service, Bangladesh (AKES,B) have obtained pre-authorization from the International Baccalaureate Organization (IBO) to implement the IB Primary Years Programme (IB-PYP) in pre-school (Play Group and Nursery), Kindergarten and Grades 1 to 5.

His Highness Prince Karim Aga Khan IV, on his recent visit to Bangladesh, laid the foundation stone for the Aga Khan Academy in Basundhara, Dhaka. This will be a full-fledged IBO authorised school offering the Primary Years Program (PYP), the Middle Years Program (MYP) for Grades 6 to 10, and the Diploma Programme (IB-DP) for students in Grades 11 and 12. However, little construction has been completed.

International School Dhaka

International School Dhaka (ISD) is a co-educational International Baccalaureate World School in Dhaka, Bangladesh which opened in 1999. The school enrolls students in the age range of 3 − 18, from Playgroup through to Grade 12, providing an international education for local and expatriate children living in Bangladesh. The school has teachers from New Zealand, Canada, Russia, India, USA, UK, Australia, Sri Lanka and Netherlands.

The school is recognized by the Bangladesh Ministry of Education and is accredited by the Council of International Schools, the New England Association of Schools and Colleges and authorized by the International Baccalaureate Organization.

International School Dhaka is an oasis away from the hustle and bustle of the city. It is situated on the north-west of the city in the residential area of Bashundhara. The 4.5 hectare campus has centrally air-conditioned buildings including classrooms, specialist teaching rooms such as science laboratories, design and technology laboratories, art rooms and art exhibition rooms. Information Communication Technology supports all aspects of schools operations.

Other facilities include an automated library, a sports hall/gymnasium, swimming pool, movie theatre, auditorium, art studios, cafeteria, playing field, tennis courts, basketball courts, playing areas and community gardens. Students are accompanied by teachers on field trips both local and overseas. They also take part in community projects.

Curriculum

The curriculum comprises the Early Years and the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme. Graduates achieve results above the world average in the IB Diploma and attend universities in the United States, Canada, Netherlands, Norway, India, UAE, Singapore, Malaysia, Korea, Australia, and the United Kingdom.

Community Action Service

International School Dhaka's campus is home to the most sophisticated auditorium in Bangladesh. Here students from Primary and Secondary take part in productions of musical theater, drama, piano concerts, award shows, and charity awareness programs. An aspect of learning at ISD is for a student to develop experience in helping the community through volunteering in charitable causes and non-profit organizations (for example, Habitat for Humanity).

Students in Secondary School participate in the Model United Nations (MUN), with the team traveling to Malaysia, Singapore, and other nations around the world to partake in the annual MUN meetings. ISD is host to the local Model United Nations debate.

Sports

The school has one of the largest fields in Dhaka city, dubbed "The Field of Dreams". Other ISD facilities include a fully air-conditioned indoor basketball and gymnastics arena, a heated Olympic sized swimming pool and audience gallery, an outdoor basketball court, and two outdoor tennis courts. Each student participates in annual sporting events including a Sports Day and Swimming Meet. Students participate in a yearly Health and Fitness Week, where all classes begin an hour later to accommodate early morning yoga, jogging, dance, and other fitness activities; where students can also volunteer to teach.

Recent Achievements

ISD High School Boy's Basketball team won their first DISA championship in March 2012. Moreover, ISD MS Boy's Soccer team came runner up in the Sir John Wilson School Tournament in February 2012.

ISD sports teams have traveled to Azerbaijan, Thailand, Malaysia, Switzerland (ski trip), Indonesia, Italy, and Scotland for sports tournaments and training programs.

Scholastica school

Scholastica is a private English immersion school in Dhaka, Bangladesh, offering preschool to A-level courses.

It is prominently recognized as one of the elite schools of Bangladesh, boasting a strong alumni network but often comes under criticism for being a reserve of Dhaka's rich and wealthy.

History

Scholastica was set up in 1977 in response to the need for an organized school having English as the medium of instruction but emphasizing equal proficiency in Bengali.

In January 2001, the senior classes moved into new premises. It has science and computer laboratories, electronic and print libraries, an audio-visual language teaching centre, various sports facilities, and an air-conditioned auditorium.

Campus

Scholastica's junior, middle and senior divisions are housed in locations in the Dhaka neighborhoods of Dhanmondi, Gulshan, Uttara, and Mirpur. The Uttara campus was built in 2000. It accommodates classes 5 to 12 in class rooms across its seven-stored compound. The school has an indoor gymnasium - The STM Hall (named after the chairperson's husband), science and IT labs, and libraries. The cafeteria overlooks Scholastica's 'Red Court' - the outdoor five-a-side futsal pitch and basketball court. Scholastica has opened a campus in the heart of Mirpur. The campus also has facilities such as a full scale swimming pool and auditorium.

Curriculum

Scholastica offers a complete primary, elementary, secondary and high school program leading to the General Certificate of Education examinations which are conducted by the British Council in Dhaka.

As of the 2008-09 academic session, the school's O- and A-level examinations were be administered by Cambridge International Examinations, replacing the Edexcel system of schooling.

Laboratory

Laboratory facilities are provided for all the science classes. Science is strongly activities based and students spend at least one third of their time in laboratories. The Senior Labs are inspected and approved by the representatives of the University of London to meet the standard set by the university for the practical requirement of the '0' and 'A' Level examinations.

Library

The library, located on one of the higher stories, overlooks the Dhaka traffic through sepia toned glass walls. It offers an extensive collection of books. It is also air conditioned for the benefit of those using the space.

Extracurricular activities

Scholastica extracurricular activities include drama, debating, and public speaking. School teams participate in inter-school and national competitions. Theatrical presentations are performed in both English and Bengali.

Other activities include a host of field trips, visits to exhibitions and museums, celebration of national and historical events, and cultural programs. Participation in Community Service Programs, fund raising for natural disaster relief and campaigns to enhance awareness of health and environmental issues are also a part of school activities.

Sports

Widely renowned as one of the best sporting institutes in the country, the school boasts a significant amount of silverware in almost every sport. The school has been especially successful at football tournaments throughout the city.

DPS-STS, Dhaka:

Inspiring a vision of providing quality, cost effective education with diverse aspects of education emphasized leading to happy and creative children was envisioned by the creative futurists of the STS group and they were motivated to establish such an educational institution in Dhaka. STS group is one of the most prestigious corporate houses in Bangladesh. With such high ideals in mind, the STS group formed a joint venture with the Delhi Public School Society (DPSS), a pioneer in education, which has founded over 130 schools in 13 countries worldwide since 1949. So, in 2009 with the cooperation of the STS group, DPS- STS School, Dhaka has started its journey towards spreading the light of quality education.

The Delhi Public School Society is committed and honour bound to fulfil its objectives as well as promise of imparting quality education with focus on its diverse aspects. In a journey spanning just over half a century, the DPS Society has emerged as one of the largest educational societies of the world, and in establishing and maintaining schools of eminence, it has kept its promise of imparting quality education with an envious degree of success. As DPSS we believe in providing a holistic education to equip its students to lead their generation and the next in welcoming & leading others in the future, it has to ensure that its infrastructure & human resources have the means and flexibility to keep pace with the changing times and adopt modern educational practices in vogue, while not forgetting the time tested values that foster excellence. A large measure of this success is owed to its distinguished and enlightened Board of Governors who have had the foresight and vision to enable the Delhi Public Schools to reach great heights.

STS Group consists of two companies, STS Holdings Ltd. and STS Educational Group Ltd. It is the other equally important partner of this joint venture, inspired by the same ideology, offering international standard education and healthcare services with the help of the participation of local and foreign sponsors. After having achieved crowning success in the industrial sector and making significant contributions in that field and with a bold vision to accomplish milestones in the education and healthcare sectors, STS with its 11 years experience has already placed a strong foothold in Bangladesh through Apollo

Hospitals Dhaka (only JCI accredited hospital in Bangladesh) & International School Dhaka (ISD) (the only IB school in Bangladesh), managed by the Council of International Schools (CIS), ISD got accreditation from New England Association of School and Colleges (NEASC) as well as from International Baccalaureate Organization (IBO)

The DPS- STS School has been established on the ideological basis that will lead to their students discovering many aspects of school life besides academics, that will result in happy, healthy and eager to learn children. Thus, it has been designed in such a way that it will help young children prepare themselves for a life of usefulness and constructive enterprise in this competitive world, enabling them to make a significant contribution to society and help them to weather the vicissitudes of life with equanimity , besides living rich, meaningful and satisfying lives. The School is following the Cambridge curriculum. The School currently has classes from Pre-Nursery to Grade 9 and students would be prepared for Cambridge IGCSE International Diplomas (Age group 14 - 16 years) & subsequently for the A level and Cambridge International Diplomas Cambridge Pre-University (Age Group 16 -18 Years). Their curriculum will help them build strong characters and inculcate the abiding virtues of integrity & moral values. The system of education adopted by the school is pioneering and resourceful wherein the students are treated as individuals whereby they learn to do, learn to think and learn to apply knowledge & skills acquired. The school strives to provide the kind of education with which the children are ready to face the challenges of life.

At DPS STS School, they aim at a vigorous pursuit of excellence in academic, co curricular activities, games and sports and character-building by providing an all-round, meaningful and liberal education. Our objectives are:

1. To recognize and to encourage talents of all kinds and of all degrees, and to endeavour to stretch the intellectual and creative capacity of individuals.
2. To develop fluency in the use of language, and to foster enjoyment of all the processes of communication: oral, written and visual.
3. In so far as it lies within the resources of the School, to illustrate the inter relationship of all human knowledge, to foster an appreciation of man's creative skills, and to stimulate a conception of learning as a lifelong process.

4. Since it is impossible for a school to cover the whole realm of knowledge one has to be vigorously selective in material presented to children, but we pay particular attention to:

5. Stimulating intellectual curiosity

6. Directing and exercising the emotions; encouraging clear thinking and discrimination; developing an interest in the processes and resources of learning

7. Fostering a capacity to tackle a problem and to follow and sustain an argument and emphasizing the difference between truth and falsehood, and between fact and feeling.

8. To enable children to acquire the tools and qualifications necessary for earning their living and, when appropriate, for entry into skilled occupations and professions.

9. To seek to measure the extent of an individual's success in making maximum use of his endowments and opportunities.

10. To develop in the School, a caring community, exercising concern and respect for the welfare of others, and emphasizing the overriding importance of good human relations, based upon sensitivity, tolerance and goodwill.

11. To encourage an attitude of positive response to the persistent demands of a changing society, yet, firmly upholding a belief in basic values and standards.

12. To encourage children to appreciate the virtues of collaboration, to foster habits of responsibility and self-discipline, and to promote initiative, Endeavour and the exercise of individual judgment.

13. To place the School at the service of the community, and to accept its appropriate share of responsibility for equipping each child to find his own niche in his occupation and in society.

14. To place the School at the service of the community, and to accept its appropriate share of responsibility for equipping each child to find his own niche in his occupation and in society.

Maple Leaf International School

Maple Leaf International School is an English medium school in Dhaka, Bangladesh. Since its birth in 1972, it has been one of the longest-running and most successful English medium schools in Bangladesh. The Maple Leaf community is committed to preserving its tradition of excellence. It offers students quality education from play group till A Level. It offers a wide selection of courses for O and A Level under British Curriculum (GCE). Mrs. Zeba shundori Ali, who is the Principal of the school, leads the community to preserve its excellence along with Mr. Ali Karam Reza, the Vice-Principal and Mr. Ali Mohiuddin Al Shams, Executive Administrator. The School is certified by both the Government of Bangladesh and the University of London. The school's main buildings are located in Dhanmondi Thana, Dhaka. Mrs. Zeba Ali has her office in Road# 11/A, Dhanmondi, Dhaka and Mr. Ali Karam Reza has his office in Road# 14/A, Dhanmondi Dhaka.

History

The school started out as a coaching institution sometime in 1972 with a small group of students of around 25–26 people in Dhanmondi. The authorities agreed that if they can ensure that the following students can perform up to the standards that are desirable at the English Medium stage, then they will open up multiple premises with the self-proclaimed motto that the school is going to be the most efficient provider of English medium education in the country. In a bid to strengthen the reputation of the school, the Principal appointed leading and experienced teachers for the senior section of the school that ultimately leads to the O-levels and the A-levels. The school succeeded in creating an atmosphere where students were encouraged that learning can be fun, and they were also inspired acquire knowledge and to discover their interests for their respective future. Overall till now the students has performed really well and the O-level and A-level results are proof of their excellent achievement. A great number of students even got opportunities to study in reputed universities abroad. Through this the students are sending out a message to the young ones that with hard-work and inspiration everything can be achieved and we can rise and shine for our community and country on a global scale. The students with outstanding results are usually awarded with the Daily Star awards annually.

Previously, the school provided less opportunity for extracurricular activities—it started with only debates conducted personally by Mrs. Shaheen Khan & so she had the full-throttle opportunity of monopolizing the sector & hence inducing gullible pupils of the school to attend her private coaching in Dhanmondi. As years passed on, the school realized upon the opportunity and began encouraging students to take part and excel in extracurricular activities throughout the year. According to the authorities, this opportunity gives them the chance to unearth their hidden talents and groom them into something authentic and special. The school has a lot of clubs for the senior students at A-level which offer comprehensive insight into to the world of Debating, Drama, Social Service, Photography, Environmental issues, etc.

Clubs

The Soul Route is a new student club of Maple Leaf International School, which works on teaching morals and ethics to its young st udents from kg to class 2-3. But there is a dual aspect, because if we're going to teach little children morals and ethics, first and foremost we need to live by what we teach. So one part is teaching the young children and the other is group meetings and discussions of the morals amongst ourselves to become better human beings as well. The teaching methods include story book reading, cartoons, animations and puppet shows to demonstrate stories which have a moral behind them. With regards to religion being involved, we will be teaching those things that all religions have in common, e.g. showing respect for parents, condemning stealing, etc., but putting emphasis on the teachings of Islam.

The Patriot's Club is strictly a non-conformist community, willing to empower the young generation today and inspire them towards constructive thinking and vibrant patriotism- a quest to bring back the socioeconomic stability in the country. Our "age and capacity-blind" program is specially designed, organized and monitored to spark one's dormant talent: irrespective of any genre. We mainly focus on people skills, social skills, leadership skills and life skills. We try to find the dormant leadership skills in a person, mold it, till it reaches its full potential. Recently they have even organized an interschool Olympiad competition for Maple Leaf students.

Other Active Clubs are **The Writers Club**, **Drama Club**, **Photography Club**, **Community Service Club** and **The Student Council.**

The Maple Leaf International School Drama Club was founded by a group of elite students in the fall of 2007. The founding members were Sadat Shams, Debojit Saha, Jafa Mahmud and Raiyan Sheikh. Sadat Shams was associated with the drama club till the summer of 2009. Some successful and original plays/dramas performed by the Drama Club are "Joga Khichuri", "Park e Ekdin", "What was not to happen", "Lohar Shekol", "The Bood-father" etc.The Debate Club is the oldest and the most successful organisation of Maple Leaf International School. Its current head is Mr. Arghya Dev Biswas Aryan.

Sunnydale

Sunnydale is a private school located in Dhaka, Bangladesh. It uses English as the medium of instruction but puts equal emphasis in Bengali. It offers preschool to A-Level courses.

Sunnydale was founded by Late Abdul Mannan Khan in 1985. It started with a few children and one room at Road-7, Dhanmondi, but over the years it has grown into one of the most reputed institutions in Bangladesh.Currently, there are over a thousand students and over a hundred faculty members in the school. The aim of Sunnydale is not only to educate the children but also to help them develop into confident and independent individuals.

Campuses

Sunnydale currently has four campuses.
Senior section: House-34, Road-7, Dhanmondi R/A, Dhaka.
Middle section: House-66, Road-11/A, Dhanmondi R/A, Dhaka.
Junior section-1: House-102, Road-9/A, Dhanmondi R/A, Dhaka.

Curriculum

Sunnydale offers primary, secondary, and high school programs leading to the IGCSE examinations which are conducted by the British Council. Till 2009, Sunnydale's O-level and A-Level examinations were held under Edexcel Examination board. Since 2009, Sunnydale's O-level and A-level examination has been administered by Cambridge International Examinations.

Laboratory

Sunnydale has science laboratories which are up to the standard required for O-Level and A-level examinations. It also has computer laboratories in all the sections.

Library

It has libraries with a collection of books. The students can borrow the books or use them in the library.

Extracurricular activities

The students of Sunnydale participate in extracurricular activities nationwide. Sunnydale debate team has won in several competitions. Sunnydale also has basketball, handball and cricket teams.

Sunbeams School

Sunbeams School is a private school located in Dhaka, Bangladesh. It was one of the first schools to establish English as the medium of instruction in Bangladesh. Until 1994 the school provided education through Grade 5, but Sunbeams is now running 'A' (Advanced) Level exams as well.

Sunbeams School was founded by Mrs. Niloufer Manzur in 1974. The school has two campuses; one is located in the residential area of Dhanmondi and conducts classes from Playgroup to Class 4. The other campus is located in Uttara and has classes from Playgroup to 'A' Levels.

Sunbeams has two branches:

- Junior section, in Dhanmondi Road 27 - Playgroup to Class 4,
- Uttara campus, in Sector 10, Uttara - Playgroup to 'A' Levels.

The Uttara campus is the main campus, containing the Senior Section and administrative buildings. It is the larger of the two campuses, built in 2008, and consists of one building and two football fields and one outdoor basketball court.

Sir John Wilson School

Sir John Wilson School was established in 1995 by the Social Services and Management Trust to fulfill two aims:

1. To provide quality English medium education in a Bangladeshi context

2. To act as a fundraiser for the work with the rural poor and the prevention of disability of IMPACT, Bangladesh

To date the school has had six batches of graduates. They have taken O level exams offered by Edexcel, UK. Year on year the results improve. Results are usually 70% A grades, including the recent addition of A* grades. We no longer offer O'level exams but now prepare students for the International General Certificate of Secondary Education, which is known as IGCSE.

In addition, the school seeks to provide an all round education. Our girls have won the 2009 City Cell Dhaka women's soccer championships. Students in Class 8 are preparing for the Duke of Edinburgh's award. Students have recorded CD of English songs for the Under 7s. Artists have their work displayed in our Annual Art Exhibition.

Each month the school donates surplus revenue to the first floating hospital in the world, Jibon Tori. This up to the minute surgical theatre provides both in-patient and out-patient care at each of the sites it visits around the waterways of Bangladesh.

CHAPTER 5

Findings and Discussion

Introduction

Library is a service oriented organization. The basic concept of librarianship, sprit of service is guided by Ranganathan's Five laws of Library Science. Libraries play a major role in the development of a nation. The status of an Academic institution could be guided with the up-to-date collection and services of its libraries.

Attempt has been made in this chapter to evaluate the existing systems and services in the libraries. The present work has been prepared on the basis of the findings of the interview results of the librarians, informational professionals as well as users of the libraries and information centers. The present work was conducted on 5 leading   English Medium School Libraries in the capital city of Bangladesh and a total of 100 users were selected. The overall findings of the survey are shown in this chapter in two sections. Section-1 Represents the findings of Systems and Services scenario in the English Medium School Libraries and Section-2 Represents the opinion of the users.

(A)Institutional Profile

Table 5.1: Name of the libraries and their background information

Name of library	Year of establishment	Address of the library	Library hours	Telephone , Fax & Mail
Library and Resource Center Scholastica	1977	Plot-2, Road-8 & 9,Uttara, Dhaka-1230	8.00 AM-4.00PM (Friday, Saturday Closed)	Telephone 8919544, 8916053 Fax 8920443 Mail Seniorsection_uttra@scolastica. com
Ebenezer Internationa	1998	Plot 288/A, Block-C,	8:00AM to 3:30 PM	Telephone: 01819-253866 Mail

l School, Dhaka Library		Bashundhara R/A, Dhala-1229	(Friday, Saturday Closed)	eisdhaka@gmail.com
Internationa l School,Dhak a Library	1999	Plot 80, Block E, Bashundhara R/A,(Opposite Apollo Hospital), Dhaka-1229, Bangladesh	7: 00AM to 3:30 PM (Friday,Saturd ay Closed)	Telephone (88 02) 8401101-7, 8402878, 8401866 Fax (88 02)840 1622 Mail info@isdbd.org
DPS STS School Library	2009	Plot-2, 4 & 6,Road-13Sctor-6 , Uttara, Dhaka-1230	8: 00AM to 3:00 PM (Friday,Saturd ay Closed)	Telephone 028822963, 018922941 Fax +88028922970
Sunbeams School Library	1974	Plot-6-12, Road-13A Sector -10, Uttara, Dhaka-1230	8: 00AM to 2:00 PM (Friday,Saturd ay Closed)	Telephone 028981515 Mail Sunbeams.uttra@gmail.co m

Table 5.1 reveals that all the school Libraries selected for the study were established during 1974 to 2009. Sunbeams School was the first in the chain, established in the year 1974 and DPS STS School, was the youngest of these 5 schools. Each School Library was established in the of the School. Table 5.1 also reveals that all libraries remain open from Sunday to Thursday. LRCS remains open from 8.00 am-4.00pm. EISDL remains open from 8:00AM to 3:30 PM. ISDL remains open from7: 00AM to 3:30 PM and SBSL remains open from 8:00AM to 2:00 PM.

It is found that LRCS kept open for 8 hours a day, EISDL kept open for 7.30 hours, ISDL kept open for 8.30 hours working period.

(B) Library Resources, Infrastructures and services

Table 5.2: Total collection of the School Libraries

Document Type	LRCS	EISDL	ISDL	DPS STSSL	SBSL
Books	21,632	6,000	42,000	8000	8,000
Newspaper	3,285	2 Daily	12	5 Daily	2 Daily
Journals	3,500	5 Titles	62 Titles	2 Titles	5 Titles
Others	CD/DVD 500	-------	DVD:1000,CD:500	-------	Mark scheme, CDs

Table 5.2 shows the size of collections available in all the libraries surveyed, including books, journals, newspapers and other materials. All libraries combined hold a total collection of 112512volumes. ISDL has the largest collection of books followed by LRCS, DPS STSSL and SBSL.

The LRCS has a collection of 21,632 volumes of books, 3,285 current journal, 3,500 newspapers and 500 CD/DVD to facilitate current reading on different channels of information to keep abreast of the latest development.

The EISDL has a collection of 6,000 volumes of books, 5 titles of current journal and 2 daily newspapers. ISDL has a collection of 42,000 volumes of books, 62 titles of current journals, 12 daily newspapers, 1000 DVD and 500 CD. The DPS STSSL has a collection of 8,000 volumes of books, 2 titles of current journals and 5 daily newspapers. The SBSL has a collection of 8,000 volumes of books, 5 titles of current journal and 2 daily newspapers.

(C) Acquisition Process

Table 5.3: Source of Acquisition

School Library	Purchase	Gift	Exchange	Donation	All
LRCS	√	-------	-------	-------	-------
EISDL	-------	-------	-------	-------	√
ISDL	-------	-------	-------	-------	√
DPS STSSL	√	√	-------	√	-------
SBSL	√	√	-------	-------	-------

Table 5.3 shows that apart from Scholastica library, the source of acquisition of all the libraries are above all sources

(D) Technical Processing

Every library has catalogued their documents. Table 5.4 shows that apart from DPS STSSL, all the libraries are using Dewey Decimal Classification scheme (22nd ed.) for classifying library materials. Only DPS STSSL is using Self directed process.

Table 5.4: Name of Classification Scheme Used in the School Library

School Library	DDC	UDC	LC	Others
LRCS	√	-------	-------	-------
EISDL	√	-------	-------	-------
ISDL	√	-------	-------	-------
DPS STSSL	-------	-------	-------	Self Directed
SBSL	√	-------	-------	-------

Table 5.5: Name of cataloguing Code Used in the School Library

School Library	AACR-1	AACR-2	Others
LRCS	-------	√	-------
EISDL	-------	√	-------
ISDL	-------	√	-------
DPS STSSL	-------		-------
SBSL	-------	√	-------

Table 5.5 reveals that except DPS STSSL, all the school libraries are following AACR-2 for cataloguing their documents.

Methods Adopted for Data Entry Work

80% school libraries have appointed permanent data entry operator. No separate data entry operator is available, library personnel are to do the job.

(E) Library and Information Services

Table 5.6: Services provided by the School Libraries to its users.

Services Provided	LRCS	EISDL	ISDL	DPS STSSL	SBSL
Reading Room Service	√	√	√	√	√
Reference Service	√	√	√	√	√
Online Public Access Catalogue	-------	-------	√	-------	-------
Inter Library Loan	-------	-------	-------	-------	√

Internet/ E-mail service	√	√	√	√	√
Photocopy	√	√	√	√	√
Printing facility	√	√	√	-------	√
Readers Advisory Service	√	√	√	√	√

Table 5.6 shows the status of manual and computerized library and information services being offered by the school libraries which indicates the following that out of 5 libraries.

> ➢ Reading Room service is available in all the school libraries.
> ➢ Reference service is available in all the school libraries.
> ➢ OPAC is available only in the ISDL.
> ➢ Inter Library Loan service is available only in the SBSL.
> ➢ Internet/ E-mail service is available in all the school libraries.
> ➢ Photocopy service is available in all the school libraries.
> ➢ Printing facility is available in all the school libraries.
> ➢ Readers' Advisory service is available in all the school libraries.

Status of library Divisions

Table 5.7 confirms that all the selected libraries commonly have the acquisition, processing, circulation, reference and periodical divisions. LRCS only have Galleries division which is absent in other libraries. Few other divisions are available to some libraries but not in all of them.

Table 5.7: Distribution of various divisions

Name of the Division	LRCS	EISDL	ISDL	DPS STSSL	SBSL
Acquisition	√	√	√	√	√
Processing	√	√	√	√	√
Circulation	√	√	√	√	√
Reference	√	√	√	√	√
Galleries	√	-------	√	-------	-------
Cyber	-------	-------	-------	-------	√
Reprographic	√	-------	√	-------	√
Archives	√	-------	-------	-------	√

(F) Information Technology Infrastructure

Table5.8: Librarian's opinion about the Library operation

Library Operation	LRCS	EISDL	ISDL	DPS STSSL	SBSL
Fully Automated	-------	-------	√	-------	-------
Partially Automated	√	√		√	√
	-------	-------	-------	-------	-------
Number of Computers	10	1	25	3	1

Table 5.8 reveals that out of 5 School libraries, librarian of 1 school library opines that his library is fully automated, other 4 libraries are partially automated. In fact, no library in Bangladesh is fully automated. They are trying to improve the existing condition. Except LRCS and SBSL, all the libraries are using open source software. Only LRCS is using in house developed database.

(G) Library Budget and Finance

Table 5.9: Last Three Years Budget of the School Libraries

Name of the Library	Financial Year		
	2010-11	2011-12	2012-13
LRCS	3,21,974	3,48,900	3,71,491
EISDL	1,00,000	1,10,000	1,20,000
ISDL	11,00,000	12,00,000	15,00,000
DPS STSSL	7,00000	8,00000	
SBSL	--------	--------	--------

Due to the limitation of information last one financial year budget of the school libraries could not be analyzed in this study. Most of the school libraries declined to give budgetary information. Some libraries have expressed that they have no separate budget. Library budget is integrated with the school budget. Out of 5 school libraries only 10% libraries do not give their budgetary information. All school libraries under study are financed by its parent body and donation. The above table reveals that ISDL and DPS STSSL allocated a sound budget for their school libraries.

(H) Human Resource Development

Table 5.10: Number of Staff available in the School Libraries

Name of the library	Professional	Semi-professional	Non-professional	Total
LRCS	02	-------	02	04
EISDL	01	-------	01	02
ISDL	02	01	01	04
DPS STSSL	02	-------	02	04
SBSL	02	-------	01	03
Total	09	01	07	17

The number of staff of different categories in the five school libraries is given below in table 5.10.

Throughout Bangladesh, the staff in a school library is categories as professional, semi-professional and non- professional, though their designations vary from school to school. The posts common in school libraries are library officer, librarian, junior librarian, library assistant etc. Table above shows the position of different school libraries in respect of professional and semi-professional staff.

A total of 17 persons were employed in the five English Medium School Libraries, of which 9 were classified as professional, 01 was semi-professional and 07 as non-professional staff, including clerks and guards.

The term "professional" is used for staff having degrees of Information Science & Library Management at postgraduate diploma and master's level. The term "semi-professional" is used for staff having passed Library and Information Science certificate course.

Table 5.11: Librarian's Opinion for providing library services

Opinion	LRCS	EISDL	ISDL	DPS STSSL	SBSL
Lack of trained manpower	√	-------	√	√	√
Lack of finance	√	√	-------	-------	-------

Table above shows that the most of the libraries were facing Lack of trained manpower for providing services for the users except EISDL it faces lack of finance.90% libraries are facing Lack of trained manpower. They have a plan to increase manpower in future and developed their library as fully automated.

Table5.12: Automation Software used in the library

Name of the Library	Used software
LRCS	In house developed
EISDL	Korean Library Management Software
ISDL	Destiny Library Management Software
DPS STSSL	KaLings
SBSL	Self developed

Section 2

Opinion of the Users

A **school library** (or a school library media center) is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources. The goal of the school library is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology. A school library uses all types of media... is automated, and utilizes the Internet [as well as books] for information gathering. School libraries are distinct from public libraries because they serve as learner-oriented laboratories which support, extend, and individualize the school's curriculum... A school library serves as the center and coordinating agency for all material used in the school. Researchers have demonstrated that school libraries have a positive impact on student achievement.

Any library, whatever may be its strength cannot fulfill all requirements of its users. For this purpose, user's opinion is a well established and very useful tool that studies the conditions or relationships that exist between the library and the users, opinions that are held, processes that are going on, effects that are evident, and trends that are developing. The most important aspect in conducting the user studies is to know users' information needs and their information seeking behavior. These, therefore have also been regarded as the means of systematic study of users behavior in using and assessing the library services available to them under the given circumstances. The present study is concerned with finding out the satisfaction of the users with the existing services and to know if the users desire to have any additional services.

This section is prepared on the basis of data collected from users. The sample includes only students from different departments of the respective school. Data collection is conducted by the researcher through a semi- structured questionnaire. A total of 100 questionnaires were distributed among students of the following 5 organizations.

1. Library and Resource Center Scholastica
2. Ebenezer International School, Dhaka Library
3. International School, Dhaka Library
4. DPS STS School Library
5. Sunbeams School Library

All the users were asked how frequently they visited the library, for what purposes they visit the library with any purpose are their information being met satisfactorily, whether the library services meet their information needs in respect of their area of study, whether the library staffs are enough skilled to provide effective libraries. For further improvement of the library services, suggestions were also sought from the users.

Users were selected from the following areas of specialization:

1. Class 4
2. Class 5
3. Class 9
4. Class10
5. Teachers

Visiting the library in a week

It is evident from figure5.1 that the majority of users (32%) have visited the library three (3) days in a week to meet their information needs. The number of users, who visit the library two (2) days in a week, is 30%. Only a limited number of users (6%) have visited the library five (5) days in a week. About 24% users have visited the library four (4) days in a week and about 8% users have visited the library one (1) day respectively in a week.

Figure 5.1: percentage distribution of days visited by users in library in a week
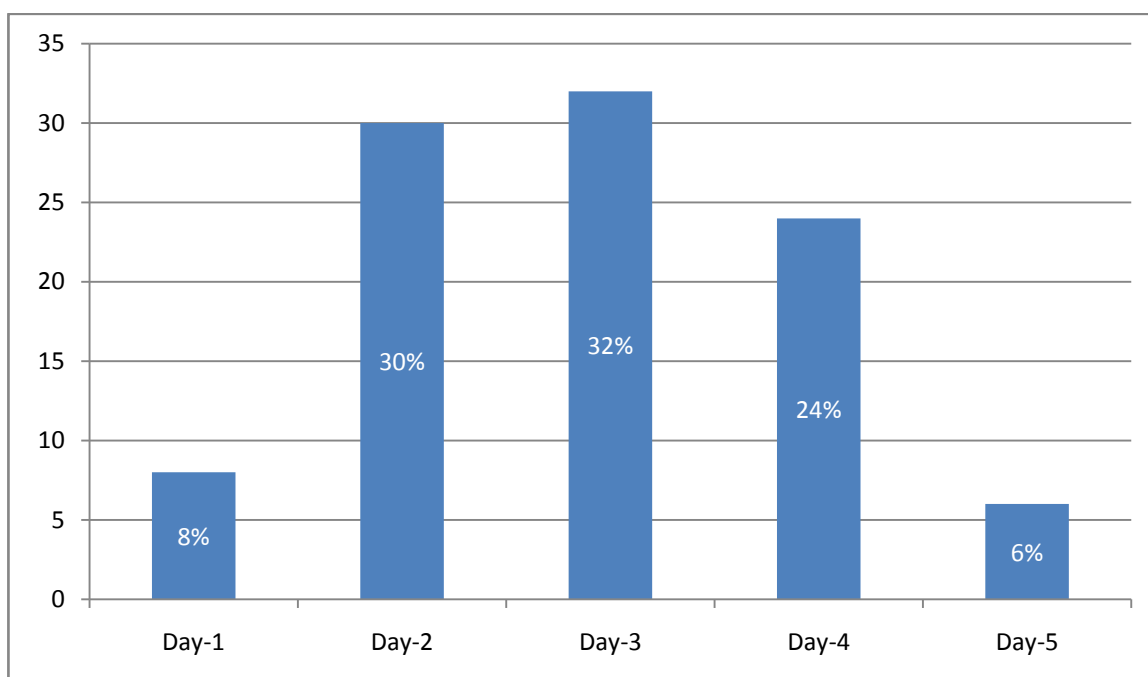
Extent of User's satisfaction

It is interesting that none of the users was completely satisfied from any library. Though there is no standard barometer for scientific measurement of human interest on satisfaction level, only 70% users are mostly satisfied with existing services provided by the libraries. About 20% users said that they are partly satisfied in terms of their needs and only 10% users were not satisfied with existing services provided by the libraries.
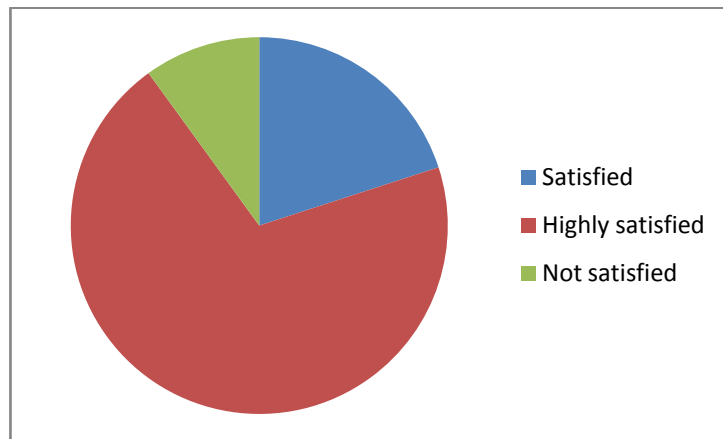

Fig 5.2: Extent of user's satisfaction rate

Use of library materials

Most of the users came to the library for reading books either text books or story books. Among the surveyed users 50% came to the library for reading books, 30% came for reading newspaper, 15% came for journal most of them were teachers and 5% came for other purpose like group discussion, playing toys, puzzle and video game etc.
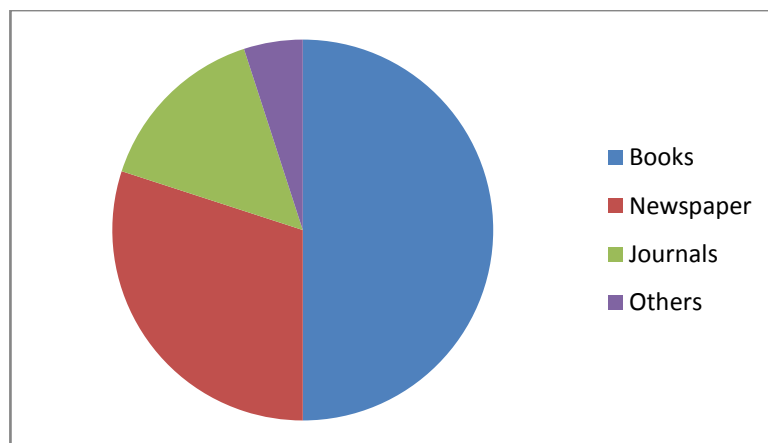

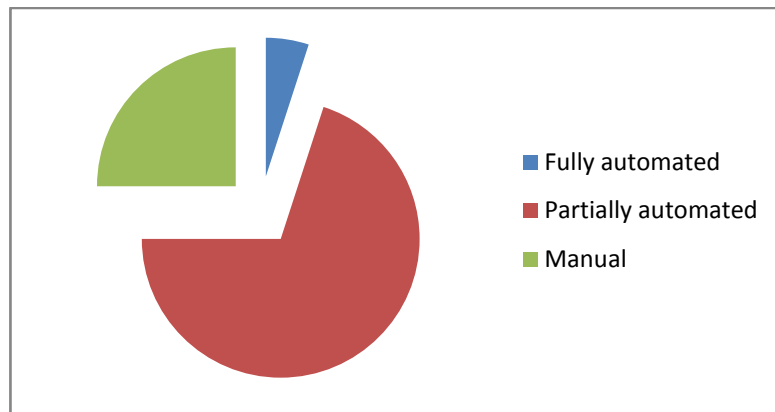
Figure 5.3: Use of library materials

Figure 5.4: User's opinion about library operation

Data in figure 5.4 shows that out of total (100) respondents, 70% users opine that their library operation is partially automated. Only 5% users express their opinion that library operation is fully automated and 25% users express their opinion that library operation is manual.
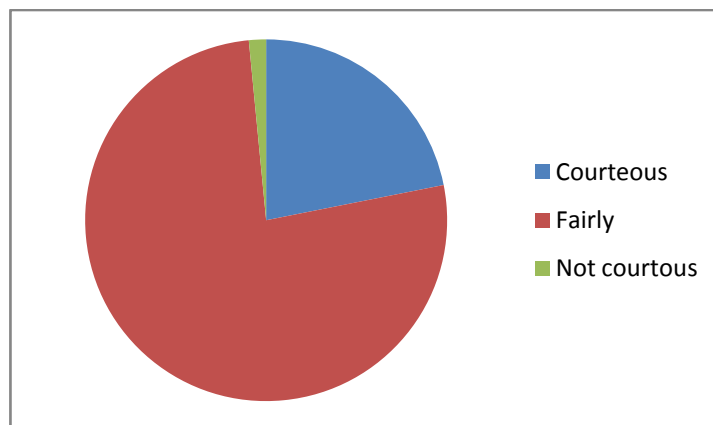

Figure 5.5: User's opinion about staff behavior

Data in figure 5.5 shows that out of 100 respondents 70% users opine that their library staffs were fairly behaved, 20% opine that the staffs were courteous and 10% opine that the staffs were not courteous.
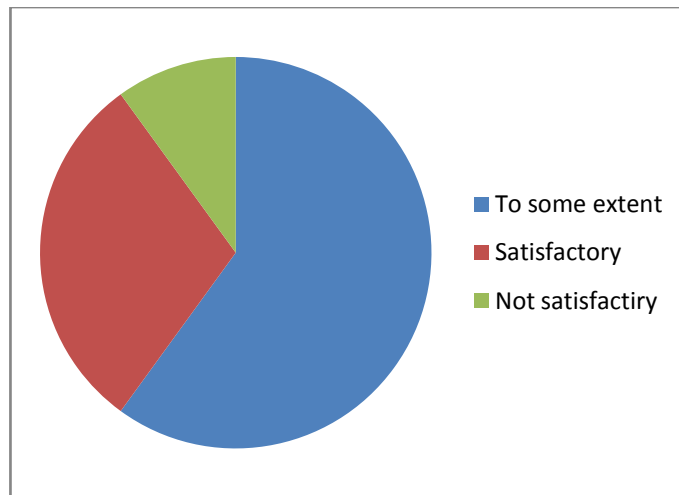
Figure 5.6: Users' opinion of library services to meet the information needs

Data in figure 5.6 reveals that the majority of users (60%) were opine that their information needs were fulfill to some extent, 30% users were fully satisfied and 10% users were not satisfied.

Purchase of library materials

Most of the users can purchase library materials. Among the surveyed users 60% can purchase library materials and 40% had no facility to purchase the library materials.
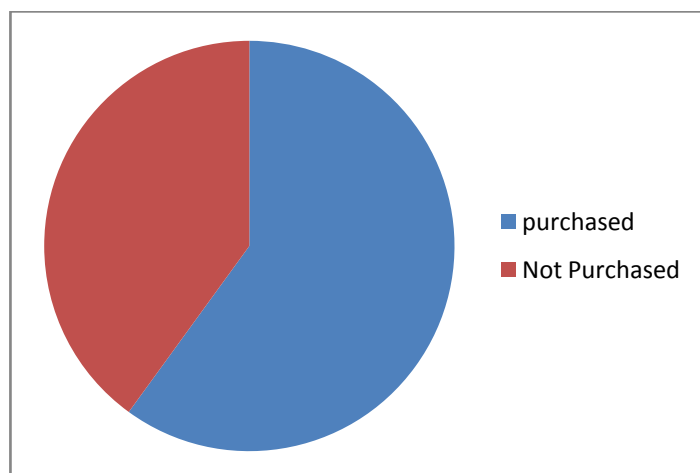

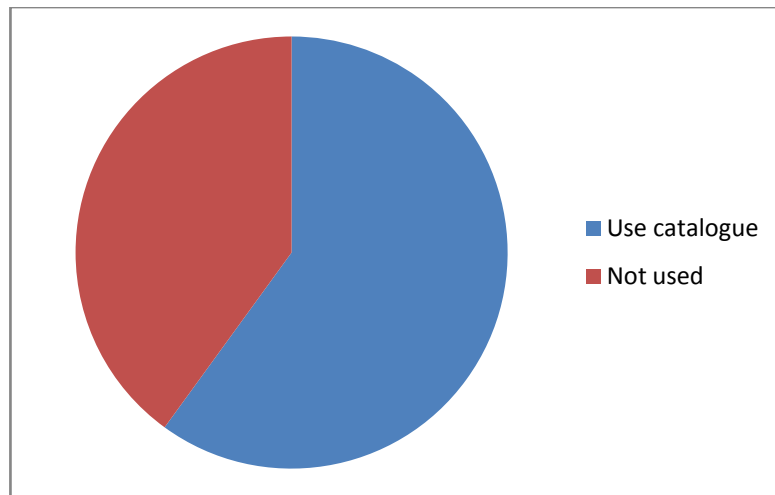**Figure 5.7: Purchase of library materials**

Figure 5.8: Use of library catalogue

Figure 5.8 reveals that 60% respondents replied that they used library catalogue and 40% did not have the facility to use the library catalogue.
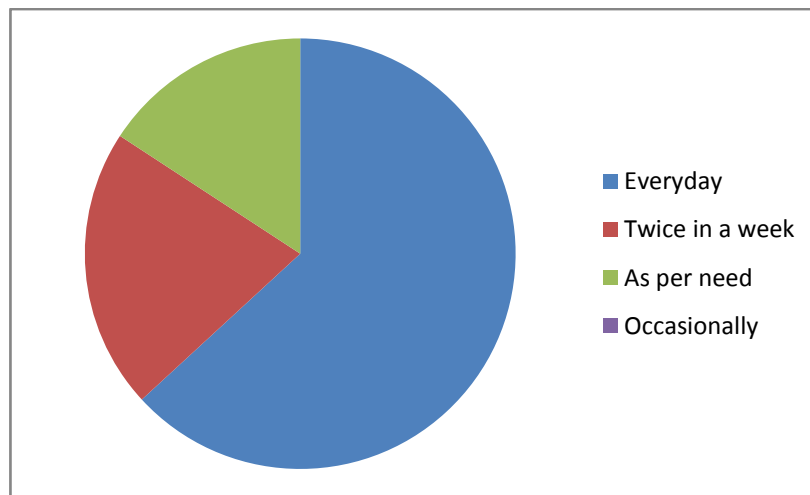

Figure 5.9: The frequent of internet use

Data in figure 5.9 reveals that the majority of users (60%) use internet everyday in a week. Only 5% users occasionally use internet. About 20% users use internet twice in a week which is followed by 15% users use internet as per need.

Table 5.13: Recommendation of users for improving the library services

Recommendation of users	Percent Responded
Free internet service	20
Adequate budget should be allocated to purchase new books and implement modern technologies	40
Training of library staff is needed from time to time	20
To bring more digital materials for the library & start E-Book Facilities.	20
Total	**100**

The overall result suggests that to improve the existing library system, care should immediately be taken to solve the problems faced by the users through better management.

CHAPTER 6

Problems and Recommendation

The main task of the library is to collect, store and distribute the reading materials keeping in view of the user requirements. The efficiency of a library is judged by the satisfaction of its readers. The library should render services according to the needs of its users. Service is the first and last word of a library. Its reputation depends on its efficiency to render various services to maximum users' satisfaction. The users of the English Medium School libraries are increasingly become aware of the need of specialized information services. The English Medium School libraries in Dhaka city are facing different problems due to the increased enrollment in the area of study in the academic institution. The breakdown of data collected from survey, field visit, and interview with the librarians and also feedback from users. On the basis of the study, the researcher has identified some problems, with suitable recommendation as discussed categorically in the following sections:

- ➢ Inadequate number of library professionals at senior and junior level.
- ➢ The copies of important books are limited.
- ➢ Collections of reference books are limited.
- ➢ Sufficient computer facilities are not available and when available, users are allowed to use computer for a very short time.
- ➢ Strict restriction to provide any simple information.
- ➢ Untimely release of fund from the parent body.

Recommendation

Based on the analysis and interpretation of data, we would like to emphasize on the following suggestions to improve the systems and services in English Medium School Libraries at a proper and accepted level.

➢ An exhaustive survey should be carried out by the head of the library to identify existing problems and take immediate steps to solve the stated problems.

➢ Library and Information science teaching and training institutions should introduce special training programmers for the students on the use and applications of new information and communication technologies and organize special advanced training programmers for professional.

➢ The training should cover data entry, office maintenance, SDI and other user friendly services.

➢ Librarians should influence administrators at the higher level of the importance of the advanced library systems and services and convince them these will improve the effectiveness of information services and access to information which they need for decision making.

➢ Libraries should also develop a standardize database to include all documents and sources of information available in the country in order to support scientific research and studies and to provide decision easy access to needed information. Such a database is needed to be linked with other networks.

➢ The library associations of Bangladesh should organize seminars, workshops etc, to create awareness among libraries about the potential advantages of automation.

➢ Collections of books and journals in all disciplines should be strengthened to support study and teaching.

➢ Multiple copies of books should be procured for the students.

➢ Latest edition of reference books should be procured in sufficient number.

➤ Well organized orientation programmers should be arranged to make adequate publicity about the availability of library resources and various services among users in the beginning of the academic session for the maximum utilization.

➤ All the school libraries in the Dhaka city should participate in inter-library loan facilities as a part of resource sharing.

➤ User friendly good library application software should be made available.

➤ Incentive compulsory training to senior library and information professionals as well as other library staffs for data creation work should be provided by the school.

➤ In the light of the technological advancement, development of audio-visual collection is very desirable. A well equipped audio-visual unit should be established in each English Medium School library.

➤ All the school libraries should take interest in providing the library services like documentation, bibliography and indexing and abstracting services.

➤ School authority should take necessary steps for regularization of the post of Information Scientists.

Limitations of the study

The study concludes with some limitations of the study.

- ➢ The study suffers the following problems:
- ➢ It is confined with selected English Medium School libraries in Dhaka city. Broader use of libraries may find more useful information.
- ➢ The scope of the study might be limited due to the small size of sample both users and libraries. A large sample would certainly bring better result with more specific information.
- ➢ The size of sample of both users and librarians might have limited the study. A large scale sample size should provide more specific data and information for broad based policy implementation.
- ➢ A purposive selection of the school libraries may raise the question of bias. However, before making the selection approach was adopted to minimize the bias in selecting school libraries.

Conclusion

Because of the fundamental role that academic libraries have played in the past century, it is tremendously difficult to imagine a school without a library. Considering the extraordinary pace with which knowledge is moving to the Web, it is equally difficult to imagine what an academic library will be and do in another decade. But that is precisely what every school should undertake to determine. Given the implications of the outcome, this is not an agenda that librarians can, or should, accomplish alone. Over the next decade, schools will have to make critically important practical and policy decisions about the function of libraries. If these decisions are made wisely, the academy may be able to maintain much of the ineffable, inspirational value associated with academic libraries while retaining their practical value through altogether transformed activities and functions built upon a new mission designed for a more digital world.

QUESTIONNAIRE ON

Exploring the Overall Scenario of English Medium School Library Systems & Services In Dhaka City

(Questionnaire for Library Survey)

[Please mark (√) one the relevant one]

1. Institution Profile

    A. Name of
       Library……………………………………………………

    B. Year of the Establishment………………..................

    C. Telephone……………………………………………………….

    D. Fax…………………………………………………………….

    E. Mail……………………………………………………………

    F. Address……………………………………………….

    G. Library hours…………………………………………

2. Library Resources, Infrastructures and Services.

A. Mention the total collection of your school library.

       I. Books……………………..

      II. Newspaper……………………

     III. Journals………………………………

    IV. Others (Please specify)…………………..

B. Do you process the Library materials?

       A. Yes   □   B. No   □

If yes…………..

C. Classification scheme used for processing of library materials.

    I.   DDC   □

    II.   UDC   □

    III.   LC   □

    IV.   Others (Please specify)   □

D. Catalogue code followed for processing of library materials.

    I.   AACR-1   □

    II.   AACR-2   □

    III.   Others (Please specify)   □

E. Which are the basic methods of acquisition you follow?

    I.   Purchase   □

    II.   Exchange   □

    III.   Gift   □

    IV.   All   □

F. How many divisions do you have?

		Yes	No
I.	Acquisition	□	□
II.	Processing	□	□
III.	Circulation	□	□
IV.	Reference	□	□
V.	Galleries	□	□
VI.	Cyber	□	□
VII.	Reprographic	□	□
VIII.	Achieves	□	□

G. What types of services are provided by the library?

		Yes	No
I.	Reading Room Service	□	□
II.	Reference Service	□	□
III.	Online Public Access Catalogue	□	□
IV.	Inter-Library Loan	□	□
V.	Internet/E-mail service	□	□
VI.	Photocopy	□	□
VII.	Printing facility	□	□
VIII.	Readers Advisory service	□	□

H. If you have an automated or semi-automated system, please mention the software currently in use

…………………………………………………………

I. Features of this software

    I.   Fully automated   □

    II.   Partially automated   □

J. Please mention the total number of computers available in your library

…………………………………………

3. Library Budget & Finance

A. Please give the details of the library budget for the last three years

Year	Total budget
2010-11	
2011-12	
2012-13	

B. Please mention the source of fund for the library

      a. Parent body   □

      b. Donors   □

      c. Others (Please specify)   □ ……………….

4. Human Resource Development

A. Please mention the total number of library staff in your library

      a. Professional……………………….

      b. Semi- Professional……………………….

      c. Non- Professional……………………….

      d. Others (Please specify)…………………

B. Whether your library deployed of employee for computerized of library services.

      a. Yes   □   b. No □

C. What sort of problems do you face in maintaining or providing library services?

      a. Lack of trained or skilled manpower   □

      b. Lack of finance   □

D. Do you have any plan to develop you library activities

…………………………………………………………………………

…………………………………………………………………………

Thanks You

Signature…………………..

Date………………………..

QUESTIONNAIRE ON

Exploring The Overall Scenario Of English Medium School Library Systems & Services In Dhaka City

(Questionnaire for User Survey)

[Please mark (√) one the relevant one]

Name of the Institution…………………………………………..

1. Personal   Information

    A. Name……………………………………………

    B. Class…………………………………………….

    C. Category of User

           I.   Students   □

          II.   Teachers   □

        III.   Staffs   □

2. Sex

        A. Male   □   B. Female   □

3. How many days do you visit the Library?

       A. Everyday   □

       B. Once in a week   □

       C. Once or twice in a week □

       D. Others(Please specify)   □

4. Are you satisfied with the services of the library?

       A. Very satisfied   □

       B. Satisfied   □

       C. Not satisfied   □

5. Which type of materials do you use most often?

    A. Books   □

    B. Journals   □

    C. Newspaper   □

    D. Others(Please specify)   □

6. Do you use library catalogues for finding books?

    A. Yes   □   B. No □

7. Is there any online catalogue?

    A. Yes □   B. No □

8. Library staffs are always

    A. Courteous   □

    B. Fairly   □

    C. Not Courteous □

9. Do think that your library operation is

    A. Fully automated   □

    B. Partially automated   □

    C. Manual   □

10. Do you have internet searching facility in your library?

    A. Yes □   B. No □

11. Do you think that the library staffs are skilled enough to provide effective library services?

    A. Yes □   B. No □

12. How far the library's automation facilities meet your information needs in respect of your area of study?

    A. Satisfactory   □

    B. Less Satisfactory   □

    C. To some extent   □

13. **The library purchase new materials which you need?**

      A. Yes □   B. No □

14. **What is your suggestion for improving the library?**

Thank you

Signature……………………………….

Date ……............

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http://www.aph.gov.au/Parliamentary_Business/Committees/House_of_Representatives_Commtees?url=ee/schoollibraries/report.htm
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http://www.sjwschool.org/index.php/about-us

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