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Information System and Services in Educational Institutions of Bangladesh: A Study of Selected Teachers' Training College Libraries

Rahman, Muhammad Saifur

University of Rajshahi

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**Information System and Services in
Educational Institutions of Bangladesh: A
Study of Selected Teachers' Training
College Libraries**



PhD Dissertation

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**Institute of Bangladesh Studies
University of Rajshahi
Rajshahi, Bangladesh**

June 2008

**Information System and Services in
Educational Institutions of Bangladesh: A
Study of Selected Teachers' Training
College Libraries**



Dissertation

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Degree of Doctor of Philosophy of IBS, Rajshahi University
in**

Library and Information Science

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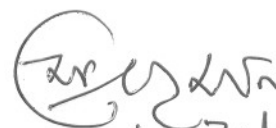
**Institute of Bangladesh Studies
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June 2008

Certificate

This is my pleasure to certify that the dissertation entitled **"Information System and Services in Educational Institutions of Bangladesh: A Study of Selected Teachers' Training College Libraries"** is the original work of Mr. Muhammad Saifur Rahman, completed under my guidance and supervision. So far I know, the dissertation is an individual achievement of his original work.

I also certify that I have gone through the draft and final version of the dissertation and found it satisfactory for submission to the Institute of Bangladesh Studies (IBS), Rajshahi University in partial fulfillment of the requirements of the Degree of Doctor of Philosophy (PhD) in Library and Information Science.


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CERTIFICATE

I pleasingly certify that the PhD dissertation titled, "Information System and Services in Educational Institutions of Bangladesh: A study of Selected Teachers' Training College Libraries", submitted by Mr Muhd Saifur Rahman a PhD research fellow of the Institute of Bangladesh Studies, University of Rajshahi, Bangladesh, is his original piece of work.

He has carried out this research work under my co-supervision. I have directly observed his research activity imparting guidance time to time. This dissertation has fulfilled the requirement of research methodology and is worthy of examination.

I firmly believe, the findings and recommendations of this extensive work will help build a new composition of system and services in the Teachers Training College Libraries in Bangladesh.

I know Mr Saifur, being my ex-student at post graduation level in the University of Dhaka, as a bearer of excellent moral character with inquisitive nature.



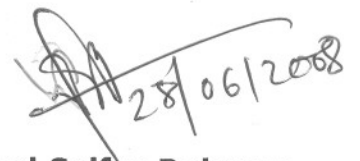
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Declaration

I do hereby declare that the dissertation entitled **“Information System and Services in Educational Institutions of Bangladesh: A Study of Selected Teachers’ Training College Libraries”** submitted to the Institute of Bangladesh Studies, University of Rajshahi in partial fulfillment of the requirements for the Degree of Doctor of Philosophy (PhD) in Library and Information Science is exclusively my own and original work. No part of it in any form has been submitted to any other University or Institute for any degree, diploma or for other similar purposes.

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Rajshahi
June 2008

Muhammad Saifur Rahman

Abbreviations

AIC	Agricultural Information Center
BEd	: Bachelor of Education
BAEC	Bangladesh Atomic Energy Commission
BANBEIS	: Bangladesh Bureau of Educational Information and Statistics
BANSDOC	: Bangladesh National Scientific and Documentation Centre
BCS	: Bangladesh Civil Service
BIDS	: Bangladesh Institute of Development Studies
BNFE	Bureau of Non Formal Education
BNU	Bangladesh National University
BOU	Bangladesh Open University
BSMMU	Bangabandhu Sheikh Mujib Medical University
BSMRAU	Bangabandhu Sheikh Mujibur Rahman Agriculture University
BUET	Bangladesh University
CAO	Chief Accounts Officer
CIRDAP	Center for Integrated Rural Development in Asia & Pacific
CU	Chittagong University
DDD	: Digital Document Delivery
DISC	Diarrhoeal Information Services Center
DSHE	: Department of Secondary and Higher Education
DU	: Dhaka University
EDD	: Electronic Document Delivery
FFI	: Free Flow of Information
GTTC	: Government Teachers' Training College
GV	: Global Village

HR	: Human Resources
HRM	: Human Resource Management
IBS	: Institute of Bangladesh Studies
JU	Jahangirnagar University
KU	Khulna University
LAB	: Library Association of Bangladesh
MEd	: Master of Education
MIS	: Management Information System
MISS	: Modern Information System and Services
MoE	: Ministry of Education
MoPME	Ministry of Primary & Mass Education
MSIS	: Modern System of Information Services
NASTIP	: National Science & Technology Information Policy
NCTB	National Curriculum & Text Book Board
NU	National University
OPAC	: Online Public Access Catalogue
PTTC	: Private Teachers' Training College
RU	: Rajshahi University
SUST	Shahjalal University of Science & Technology
TT	: Teachers' Training
TTC	: Teachers' Training College
UGC	University Grants Commission
USIS	United States Information Services

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Abstract

Teachers' Training Colleges are the main instrumental bodies of the education system through which the new generations of teachers are trained up. The B. Ed and M. Ed programmes are designed to better the teaching capability of secondary school teachers of fresher group who intend to choose teaching as profession. According to the course-curricula, the course-attendants can be able to know how to teach secondary level students the methodological way. But in fact, this objective remains largely unattended due to undeveloped Information System and Services at the Information Centre, i.e. the Library. situation prevailing in library services. While it is in such a college where Bachelor-in Education (B.Ed) and Master-in-Education (M.Ed) programmes are administered regularly. These are the pedagogic programs what the secondary school teachers, in respect to their ranks and seniority, need to complete. The completion is mandatory. Many of the freshmen also come to attain these degrees with a vision of becoming teachers. They get library cards and easy access to the old-fashioned library where many antiquated books are shelved in the racks. The only officer looking after the library is the Assistant Librarian (in-charge of Librarian)-cum-Cataloguer, sitting behind a desk and maintaining registrars of book lending activities. The libraries are deprived of

remaining on the edge of communications owing to the bureaucratic nature of concerned officers who could have thought of stratified development programs for the said libraries. It is a matter of great astonishment that the teachers' Training College' faculty-members and officers also do not seem to have any headache except expressing some passion in this regard. Basically, any type of development-oriented projects in the Teachers Training College Campuses are executed by the Director General (Secondary and Higher Education)'s office. So, the college authority of any govt. College does not bear the responsibility of structural development in which the development of Library and Information System and Services is solely accommodated. However, this study was administered among 10 libraries of the 14 teachers' training colleges belonging to the government, and for finding a better picture, 10 other libraries of private TTCs. The investigation based on separate sets of questionnaires and field observations has found a disgraceful picture of the information system and services. The services of these libraries are basically very much of pivotal support to the pedagogic courses in the developed countries. Whereas in Bangladesh, the DSHE of the Ministry of Education has not taken any massive development program to change the information system and services in these libraries, which is inevitably required in context of global scenario. The study has found, 20% of them provide the users with indexing services as a whole. 30% of the public TTC libraries offer abstracting services while 20% of the private TTC libraries offer this kind of services. In addition to this, 60% do not offer CAS services and 70% do not

offer SDI services. In-house data base/CD-ROM searching, EDD services and internet / online services are not at all available in these libraries (100%). The current trend in the developed countries is to make teacher-librarians, whereas in Bangladesh the secondary school teachers are not aware of their ethical responsibility to make their students informed of academic library services. In the TTCs, Library Science is taught as an optional subject, but this investigator being an ex-lecturer of Govt owned TTC has sharply observed that almost all of the trainee teachers undergo this course keeping a secret desire for mounting up better score in the B Ed program. The study has found that on an average 1.6 people work in these libraries with the vacancy of a librarian almost in all the TTCs except a few. As a result, the vision of such teacher-education program hardly sees pragmatic exposure of improving system in the secondary schools. In the context of findings of this investigation, it is recommended that structural development of both library building and information system and pattern of services should be developed incorporating with the Annual Development Plan (ADP) for the soonest implementation. For a structural development, this researcher designs a diagram [see Figure 6.1], which might set up an effective system of information services in this kind of libraries. It is also recommended that the human resources of the library has to be minimum 10 altogether including technical desk executives.

Chapter 1

Introduction

1.1 Introduction

There is a steep difference between the communication system of early days and that of modern era. What our grandfathers could not think of is now a common practice. If communication is said to be the bridge, the information systems are considered to be its spans linking themselves one to another. Communication, the ultimate use of information is now a high-speeding channel of the information super-way. Hence, communication is the foremost factor for offering a better service in Information System and Service. Had the Information System and Services existing at the libraries in Bangladesh been prompt and speedy and better hospitable, the educating and learning procedures could have been the most up-dated systems which is badly needed to develop the country's infra-structural exposure. Because, better education hatches better out put what we can activate to promote science and technology as well as commerce and industry in the geo-political boundary we reside in.

However, the existing pattern of services offered at these libraries is not at all up to the mark. Specially, almost all the government-owned libraries are not at all up to the mark. Specially, almost all the government-owned libraries are not able to satisfy their users with the existing systems for offering information services and library materials as well.

1.2 Statement of the Problem

Library is the heart of any institution. Be it an academic library or an organizational one, we must consider it to give the topmost priority in guiding the students/trainees/learners accordingly.

A modern library is in the process of change both in its character and nomenclature. Some elements of traditional librarianship have been challenged, others have been reiterated. In this process of change, Library Science is now being called Information Science and Library is re-designated as Information centre (Sharma: 1981, p 94).

It is the place where cultivators of knowledge can work relentlessly to build up a better form of civilization. But it is an irony of fate or a futility that our national policy makers still could not eject any fruitful outcome in setting up the most modern libraries in the different institutions all over the country.

According to Professor Jagadish Saran Sharma, a former Professor of Library and Information Science in the Punjab University, Chandigarh (India), libraries, should hereinafter be called, the information centres as stated earlier.

According to Professor S.R. Ranganathan, a renowned Library Scientist of India, "Library is a growing organism."

Hence, from its growing trend, it contains not only book materials but also machines that do have improvising capacity to reproduce information, i.e. photocopiers, printers, fax machines, computers etc. Naturally, a library's new and modern appearance

is nothing but an Information Centre that provides the users with Modern Information System and Services (MISS). Considering the points stated above, this researcher has designed his research work to find out a considerable development for the existing Decrepit Information System and Services in Bangladesh (DISSB) specially an overall development for the Teachers' Training College Libraries.

According to the Oxford Advanced Learner's dictionary, 'information' means facts told, heard or discovered about somebody/something.

Hence, in the said topic, Information System' according to Library and Information Science means the processing, storing and distributing information of all kinds at a certain place.

Here, the word 'Services' means the works and hospitality offered by Documentation/Information Officers or by officers at the different desks in an Information Centre. Hence, the part of the title, 'Information System and Services' gives the idea of managerial activities of the library personnel for its different users to the extent of resourceful hospitality. It also implies how far the Management Information System (MIS) works effectively to offer better information services using the limited resources.

Conceptually, the topic makes us think of the research work is able to push the old-fashioned prevailing system and services towards a new horizon of information services in the Teachers' Training College Libraries in Bangladesh. However, the chain of managerial activities behind the desk-workers clearly

conceptualizes the pattern of entire system of information services at the library of any education institution. In this text, the term 'national' means something that belongs to the government or in another expression, it means, 'government owned'. Information System is the sequence of information services to provide the users with information sources in the form of either hard copy or soft copy or in both varying the need of them.

1.3 Objectives of the Study

The investigation has been taken to task to solve the existing problems in the library system in Teachers' Training Colleges (and for that matter all colleges, as all of this type of libraries are academic by nature) in Bangladesh. It has clarified that this is a problem solving research. Here lies its main goal. It is obvious that the research findings of this area have become helpful for the researcher to assess how far the information services, offered at present, are meaningful to the extent of need-based systems. It may determine the actual requirement of library management personnel and their effective services. The study has successfully assessed that the national plans and policies in this regard were not formulated. The utility especially lies on shaping-up of a required design, which can replace the traditional system for a very fruitful and time-oriented one.

Moreover, due to the tremendous growth of knowledge, it has become even impossible today for an average scholar to be able to read everything concerning him in his field of interest. The situation is such that very often, he is not even able to keep

pace unless the field of his interest is too narrow or totally new or unless very little has been published in that area (Kumer: 1991). Hence, for the arrangement of fast growing knowledge in terms of better library services, it is assumed to be guiding the said library personnel an effective way. The Management System of Information Services (MSIS) and The Human Resources Management (HRM) of the TTC libraries are still no how effective to fulfill the requirement of teacher education programs, the problem that this research output can solve successfully. Figure no. 1 shows a disappointing status and thus relates to the objective of this research work. The utility of objectives lies on the possible automation of the different sections of TTC libraries in Bangladesh. However, the objectives have clicked on the matter of consideration to achieve the goal to develop the existing organogram and structural condition of the libraries. They were set to carry out the research as following.

- i) To assess the effectiveness of the existing system of Information Services offered in the Teachers' Training College Libraries in Bangladesh.
- i) To determine the users' need and the services offered.
- ii) To enrich the Pedagogic Courses with the most modern criteria of Information System and Services (ISS).
- iii) To shape up the said libraries in A - to - Z appearance of modern and effective information centers.

1.4 Scope of the Study

Earlier, five major government-owned Teachers' Training Colleges' Libraries along with two of the private ones were the scope of study at the time of making proposal of this research. But later, in course of time, the number of these colleges increased. TTCs of the government sector (GTTC) have increased up to fourteen and those of private sectors have become eighty nine over the last six years in Bangladesh. Thus, the scope of the research incorporates ten (10) GTTC libraries out of fourteen (14) and ten (10) PTTC libraries out of eighty nine (89). The faculty members, the trainees/students and the library personnel were brought under the scope of this study. Historical background of the development of the libraries and their present systems were investigated.

To take a clear picture of the users' need, a structural analysis of information services have been taken into consideration.

This research covers an assessment of the support behind the existing library and information services in the T. T. Colleges. This part covers, planning, existing work force, financing and modern trends of information support.

The research also examines how far it can contribute to qualitative development of Human Resources Management for such Information Centers. Section wise study on moderation, service-gaps and skill analysis are the functional part of the study.

1.5 Sample Design & Method

Field survey through questionnaires as the media of information-collection has been used to accommodate the selected questionnaires for collecting information regarding Information Systems and Services in the T. T. Colleges of Bangladesh. Therefore, the libraries of fourteen (14) govt owned T. T. Colleges and ten (10) private T. T. Colleges were the area of the proposed research program. Random sampling was applied to build up the information-structures of the study. Institutional questionnaire was given to the librarians only while the users' questionnaire was placed among the hundreds of students/trainees studying at the colleges. But from each college, randomly 15 users were brought under sample. Though randomly, yet separation of type of users were sharply adopted. In doing this, trainee teachers, students of education, faculty members of the TTC were mainly followed. Primarily librarians, faculty members and desk officers of concerned desks of DSHE were put into personal interview.

1.6 Indicators and Variables

The indicators and variables have been incorporated considering the existing problems of the libraries and emerging needs of the users in the context of global development perspectives. The appendices of this dissertation contain the set indicators and variables in the questionnaires, used to find out very important facts of these libraries.

1.7 Review of Literature

In Bangladesh, Library and Information Science is a developing discipline. Quite a good deal of work has been done in India, but obviously, they are not concerned with Bangladesh. Still some of these publications will be helpful for the proposed investigation in terms of theoretical framework and for comparative purpose.

Dr. Serwar Hossain in his PhD thesis "National Plans for Library Development in Bangladesh 1947-83" has found out the ins and outs of the chronological events that played effective role in the library development in Bangladesh.

Dr. Nasiruddin Ahmed in his PhD thesis "Education for Librarianship in Bangladesh : A Historical Study 1947-82" has saliently traced out the historical development of the library education in Bangladesh irrespective of the types of institutions.

Dr. Afifa Rahman in her PhD thesis " An Analysis of the Functions and Workings of University Libraries in Bangladesh" has shown how the university libraries are running, and whether they are effective in terms of the modern library services at all.

Dr. S. M. Mannan's PhD thesis "Networking & Resource Sharing among the Libraries in Bangladesh: Present Condition and Future Prospects" where he has been able to recommend the model of a modern information system giving an emphasis on mainly networking of Library Services in Bangladesh.

S. M. Faizur Rahman's research paper "Automation in Rajshahi University Library : considerations for the Future",

published in the Bangladesh Journal of Library and Information Science, University of Dhaka: Department of Library and Information Science, vol. 1, no. (1998),

M. Shamsul Islam Khan's research paper "Prospects and applications of the proposed National Science and Technology Information Policy (NASTIP), presented in a seminar titled, Impact of NASTIP on the Socio-economic Development of Bangladesh held at BANSDOC (in July 1988),

Dr. Sarwar Hossain and others' "Proposal for Development of a Social Science Information Networks in Bangladesh", presented in the seminar on Asia Pacific Information Network in Social Sciences in Bangladesh, held in Dhaka on 13 October 1989. These research works pointed out various issues in the LIS.

Dr. Nasiruddin Munshi's PhD dissertation, "Marketing of Information Products and Services: A Study on Some Selected Special Libraries in Bangladesh" has lucidly pointed out how the modern ways can be put forwarded by special libraries and the concerned library executives to make information products and services flow in the markets where information seekers can also be helpful.

David W. Lewis' (1997) "Restructuring Academic libraries: Organizational Development in the wake of Technological change" has mentioned various aspects and trends of changing and developing the academic libraries.

W. Craford's (1999) Library Soace: The next frontier? He has mentioned in his paper how a library can be in better use.

Doughterty (2002) in his research paper "Planning for new library future" has given instruction that the librarians should keep pace with the modern trends of library requirement for better service and management.

Chen (2002) has mentioned in his study, "From Digital Library to government: A Case Study in Crime Data mapping and Mining" that the internet has created a lot of avenues for its users, libraries, government and business affairs for the daily requirement of information in pursuing the global trends.

Coelho (2006) has pleaded for the librarians' effectivity to provide prompt services in a book review of McDermott (2002) titled "Librarians Survival Guide: Reference for the High tech Desk Information Today"

Not a single research paper was there focusing the problems and needs of T. T. College Libraries. However, The research works mentioned above, studied by the researcher has given an idea on how far the library-related researchers have advanced in Bangladesh, and how a librarian can swing to the current global trends.

However, reviewing all these, this researcher has enriched his knowledge on development-seeking information systems, and thereby encouraged to study through investigation research work.

1.8 Rationale of the Study

There are as many as ten old standing Teachers' Training Colleges in Bangladesh and four new ones, including, Abdur Rab Serniabat T. T. College in Barisal. These fourteen colleges belong to the government of Bangladesh. Besides, mushrooming of private Teachers' Training Colleges in the country has thrown the authorities into deep concern. It is noticed that the national T. T. Colleges' Libraries suffer from bad condition which is a common problem to the time-oriented information services. This researcher, as a lecturer at a national Teachers' Training College, has closely observed the worst situation prevailing in library services. While it is in such a college where Bachelor-in Education (B.Ed) and Master-in-Education (M.Ed) programmes are administered regularly. These are the pedagogic programs what the secondary school teachers, in respect to their ranks and seniority, need to complete. The completion is mandatory. Many of the freshmen also come to attain these degrees with a vision of becoming teachers. They get library cards and easy access to the old-fashioned library where many antiquated books are shelved in the racks.

The only officer looking after the library is the Assistant Librarian (in-charge of Librarian)-cum-Cataloguer, sitting behind a desk and maintaining registrars of book lending activities. The libraries are deprived of remaining on the edge of communications owing to the bureaucratic nature of concerned officers who could have thought of stratified development programs for the said libraries. It is a matter of great

astonishment that the teachers' Training College' faculty-members and officers also do not seem to have any headache except expressing some passion in this regard. Basically, any type of development-oriented projects in the Teachers Training College Campuses are executed by the Director General (Secondary and Higher Education)'s office. So, the college authority of any government College does not bear the responsibility of structural development in which the development of Library and Information System and Services is solely accommodated.

Teachers' Training Colleges, wherever they are, are the main instrument of the education system through which the new generations of teachers are trained up. The B. Ed and M. Ed programmes are designed to better the teaching capability of secondary school teachers of freshers who intend to choose teaching as profession. According to the course-curricula, the course-attendants can be able to know how to teach secondary level students the methodological way. But in fact, this objective remains largely unattended due to undeveloped Information System and Services at the Information Centre, i.e. the Library.

Most of the course-attendants, usually hailing from suburban and rural areas, are not very careful to think of using the Library/Information Centre. Because, the Library itself appears to be nothing but a building-house where many a thousand of out-dated/traditional books or a few book-materials are kept in the racks and almirahs. These books are day by day getting antiquated to the Library Users. Naturally, trainees do not

feel interested in the Library. As a result, the major part of their learning amounts to a fruitless pedagogy that they are to apply after returning to their respective schools. Any nation is marked civilized when they have library-using practice and library-organizing trends in their regular day life. A teacher is an artisan who builds up talented generations for the days-to-come. So, it is a must for any teacher to know that

A modern day library constitutes the material, functioning and services. Information systems like libraries are not merely a conglomeration of books and other reading materials and the procedures for handling them, but a complete set of concepts and peoples dealing with the past and recorded achievements of man his present needs to relate to that past (Sharma:1981, p.149) .

Hence, now in Bangladesh, the teachers both trained and untrained do not know about time-oriented and modern exposure of libraries, let alone the comfort and hospitality of information services.

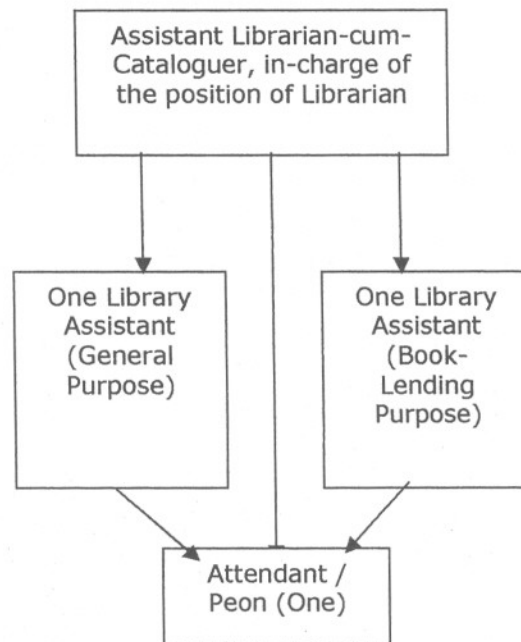
The faculty members at any national Teachers' Training College do have very little scope to further enrich their capability as the traditional services offered at on-campus library are still remaining far behind. Their basic quality does not raise any question because, nearly all of them had to face a series of examinations throughout the lengthy BCS (Bangladesh Civil Services) Examination System and several other examinations arranged by Bangladesh Public Service Commission.

Besides, these BCS (General Education) Cadre Officers (i.e., the faculty members) are to sit for various examinations like departmental exams and Senior Scale Promotion Exams as the partial fulfillment of Cadre-Service Rules. Thus, the only academic lack that they belong to is unsatisfactory library services they are provided with. This drawback is in fact the most malignant problem in the teachers' training field in Bangladesh.

Every year, it is noticed that the highest priority is given to the education sector in the National Budget of Bangladesh. Whereas One of the essential functions of education is to arouse the potential and dormant faculties in the individual and help him in their development (Sharma: 1981, p 133). In Bangladesh, this hypothesis is not applied in the individual development of the Teachers' Training Colleges' faculty members since the Library/Information System exists merely in name. ``A renowned Library Scientist of U S A, William A Katz in his book *Introduction to Reference Work* says, it can be stated with some assurance, in any case, that active information services in academic libraries will be provided first for the faculty, then for graduate students and only very belatedly for undergraduates (Chowdhury: 1998) . However, these faculty members need very specific sources of information, currently grown and distributed in the respective fields of study, which can provide them with up-to-date achievements of their area of studies.

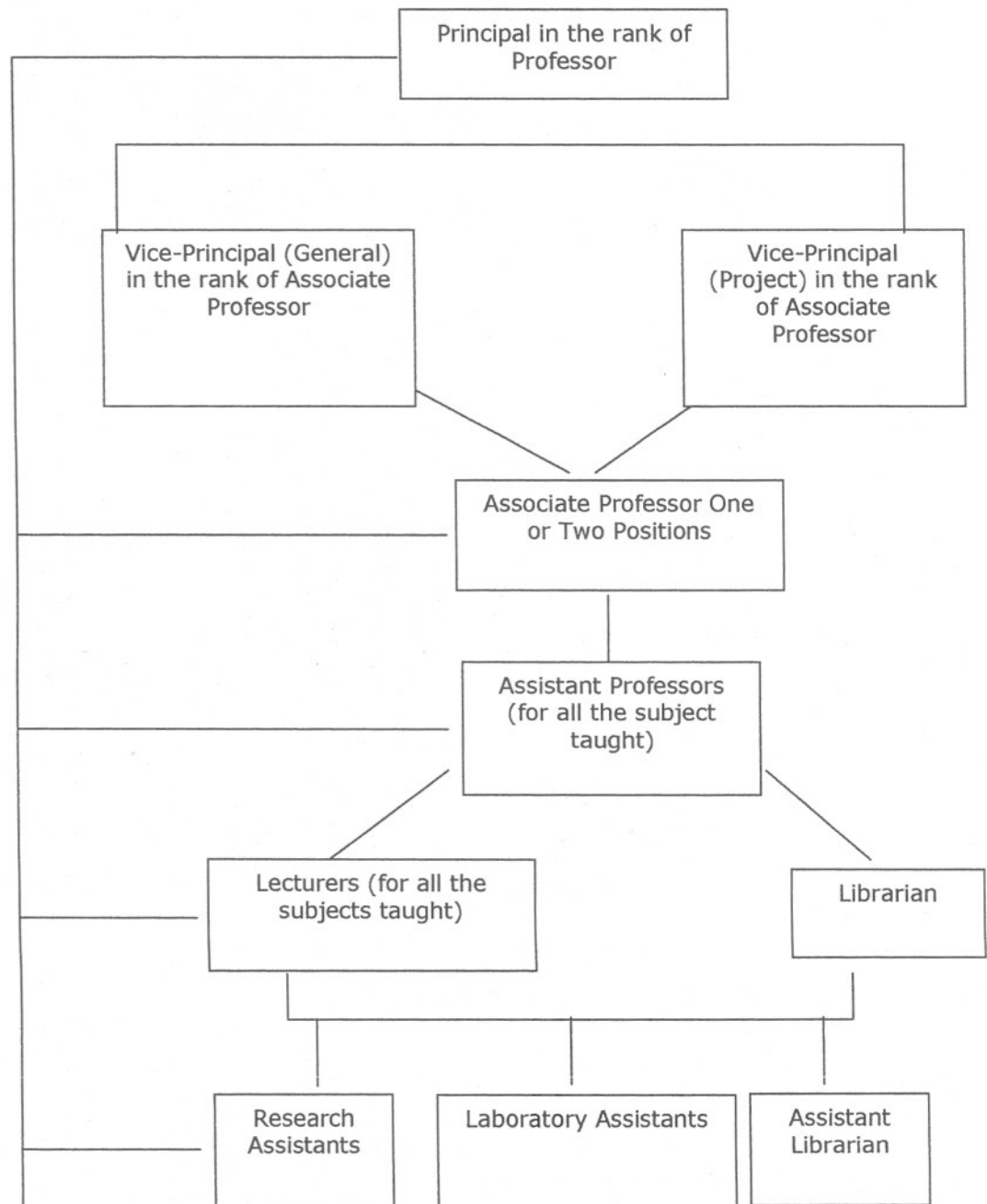
In the following diagram, flow of existing service pattern with the positions of personnel working in a National Teachers' Training College Library is shown in figure.

Figure 1.1
Existing Organogram of Government TTC Library



The Figure 1.1 shows the existing in-side view of the library of Teachers' Training College, Mymensingh, where the master's degree in Education is administered besides Bachelor in Education programme under the Bangladesh Jatiya Biswabidyalay (Bangladesh National University). Here, the librarian, according to prescribed pattern of the government, is in the rank and status of a college lecturer, and the position of Assistant Librarian-cum-Cataloguer is equivalent to a Research Assistant/Laboratory Assistant/Demonstrator in a national college. This rank is immediately below the rank of a lecturer. For the convenience of discussion, another diagram focusing the existing organ gram of the academic staff of a Teachers' Training College is shown in the following text:

Figure 1.2
Existing Organogram of Government TT College



From Figure 1.2, it is clear that such academic set of staffs requires a very responsible person who can administer the entire system of information services keeping pace with the need of

time and that of the teaching staff and students. It is necessary to explain that through their skillful and intellectual organization and dissemination of knowledge, librarians have emerged as equal partners in education and research (Wahiduzzaman: 1980).

Figure-1 symbolizes the existing problems of Human Resources (HR) that are very weak in strength for an academic library. This size of the library staff makes us comprehend the existing systems of information services as a whole. It gives an idea on how the libraries are going on, while the country has already become one of the members of Global Village (GV) where Free Flow of Information (FFI) is now a common feature. Figure-2 shows the rank and status of the academic personnel now working at any national T. T. College in Bangladesh.

From the discussion it may be derived that the research is need-oriented timely work. Though the library in any Teachers' Training College campus is ethically an academic one, but it has a different significance which has an essence of a special library as the pedagogy is the prime subject-matter among all other courses of a Teachers' Training College. However, these colleges do not fulfill the minimum need of an academic library, let alone their significance as the information system and services for educating personnel both the college faculty and the trainees.

Besides, the existing condition of private T. T. Colleges' library is horrible. There are eighty nine colleges of this type, scattered all over the country in an unplanned manner. The exact number of these colleges is not known due to their silent

mushroom-like growth throughout the country. Visiting a few of them in Dhaka, this investigator encountered a very discouraging picture. These private colleges do not have adequate academic environment worthy of the name. The libraries are not only poor in terms of collection of materials; they are ill equipped and not service-oriented at all.

Considering the unstable condition of Information Systems in both state-owned and private T. T. Colleges, the proposed research may be treated as a necessary undertaking for finding a breakthrough in the system of information services in Bangladesh educational institutions.

1.9 Data Processing and Analysis

Collected data have been processed statistically wherever possible. The processed data has been analyzed in the light of blending of objectives and field responses of this research. After analysis, the data has been projected in various tables and other graphical forms. Discussions, oral conversations, comparison and reasoned arguments have been used along with the processed data to find out optimum output of the investigation.

All the derived tables have not been taken into consideration, as they seem to be additional to the research status. A selected number of tables were taken for analysis. The analyzed results depicted the level of output while compared to the other variables. This way the optimum analysis came out. The light of MSIS has been focused during comparison of data.

1.10 Methodology

This research is an investigation conducted through questionnaires and personal interview of the concerned personnel. Interviews have helped deduce the exact scenario in addition to the set responses of set questions. It was not possible for the researcher to go and visit each of the TTC Libraries. Therefore, questionnaires were sent to a few of these libraries by mail. All of them responded and sent back the responses after a span of time by mail too. On receiving those answers by mail, the investigator talked to the concerned librarian over phone and clarified the doubts on them. The researcher also followed the personal interview method to take out the administrative views on their library development. The information received out of personal discussion, helped the investigator assume the exact situation for matching the answers of the users. Almost all of them gave the correct information.

1.11 Study Design

This study plan was designed fixing two types of questionnaires for studies about prevailing situation, users' choice, strength of library support, requirement of information services, existing and then the necessary strength of human resources etc. The respondents were library executive and the users. Profiles of respondents were categorized into two level; profile of the libraries and profile of the users. Concerned students and faculty members were taken as the primary sources of information.

The study covers books, research articles, published and unpublished theses/ dissertations and other related papers/

reports from the Ministry of Education and other concerned authorities of the Government of Bangladesh as its secondary sources. The investigator went to such the authorities and collected data from the officials through personal interviews.

The data collected through these informants have been processed in to information of the entire scenario and status which has helped to make chapters of this thesis. The following chapters were designed and made as the composite components of entire dissertation.

1.12 The Chapters of this Dissertation

The following chapters have been produced in this dissertation.

Thesis Structure

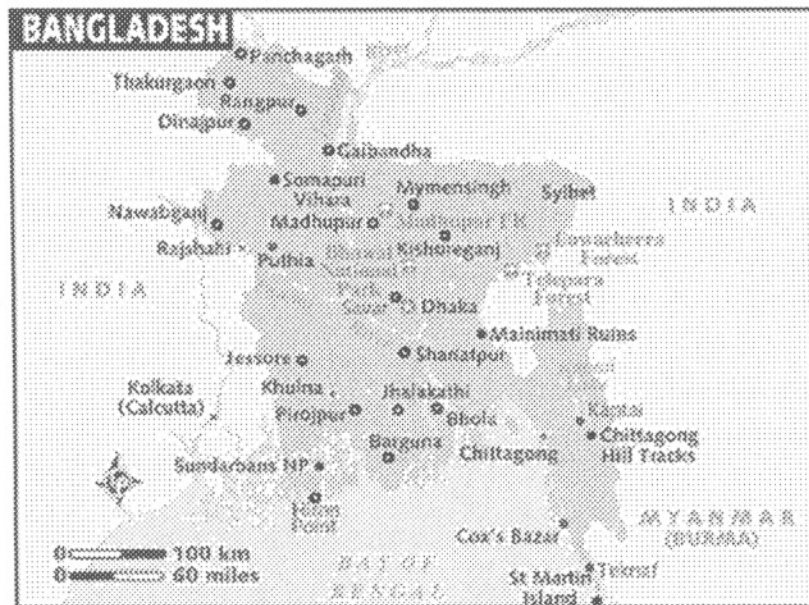
Sl No	Chapter Indication	Name of Chapters
1.	Chapter-1	Introduction
2.	Chapter-2	Education System in Bangladesh
3.	Chapter-3	Development of Library & Information Service in Bangladesh
4.	Chapter-4	Existing status of Information System & Services in the Teachers' Training College Libraries.
5.	Chapter-5	Findings of the Survey
6.	Chapter-6	Recommendation (Model Plan)
7.	Chapter-7	Summary and Conclusion

1.13 Conclusion

The investigation tools are very effective to find out facts and situational analysis. This research work has so far become fruitful to get the exact level of services of information prevailing in the TTC libraries in Bangladesh. The study design, sampling and methodology have tremendously taken out huge information that serve the purpose of the study.

Chapter 2

Education System in Bangladesh



2.1 Introduction

The education system of a country is the key determinant for her prompt and sequential growth. It is almost known to all that this system largely imparts the entire socio-economic development index to the scientific extent.

2.2 Present Education System

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and tertiary education. Primary level institutions impart primary education basically. Junior secondary/secondary and higher secondary level institutions impart secondary education. Degree pass, degree honours, masters and other higher-level institutions or equivalent section of other related institutions impart tertiary

education. The education system is operationally categorized into two streams: primary education (Grade I-V) managed by the Ministry of Primary and Mass Education (MOPME)) and the other system is the post-primary education which covers all other levels from junior secondary to higher education under the administration of the Ministry of Education (MOE). The post-primary stream of education is further classified into four types in terms of curriculum: general education, madrasah education, technical-vocational education and professional education.

2.2.1 Primary education Feature

The first level of education is comprised of 5 years of formal schooling (class / grades I - V). Education, at this stage, normally begins at 6+ years of age up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it. The tables 1, 2, 3 and 4 show the institution teachers, and enrollment of students, their gross enrollment and enrollment by sex ratio with average numbers of the primary students in Bangladesh.

Table 2.1
Number of Institution, Teachers and Enrolment-2005

Type of School	In stitution	No. of Teacher		Enrolment	
		Total	Female	Total	Girls
Govt. Primary School	37672	162084	71740 (44.3)	9483891	4848049 (50.1)
Registered Non-Govt. Primary School	19682	76566	22833 (29.8)	3572686	1802605 (50.5)
Non-Registered Non-Govt. Primary School	946	3456	2200 (63.7)	158059	78186 (49.5)
Other Primary Level Institution	22097	102683	28217 (27.5)	3169081	1405597 (44.4)
Total (Primary)	80397	344789	124990 (36.3)	16225658	8134437 (50.1)

Source: Directorate of Primary Education

Note: Figures in the Parentheses indicates percentage of female

Table 2.2
Gross and Net Enrolment Rate in Primary Education- 2005

Gender	Population (6-10 Yrs.)	Total Enrollment (all age)	Enrolment of School age (6-10 Yrs)	Gross Enrolment Rate (%)	Net * Enrolment Rate (%)
Both Sex	17315296	16225658	15098938	93.71	87.20
Male	8868810	8091221	7488654	91.23	84.44
Female	8446486	8134437	7610284	96.31	90.10

Source: Directorate of Primary Education

Table 2.3
Grade wise Enrolment by sex in all types of primary level institutions, in 2004 and 2005

Grade	Enrolment 2004			Enrolment 2005		
	Total	Girls	% of Girls	Total	Girls	% of Girls
Grade 1	4652038	2292533	49.28	4421063	2201028	49.79
Grade 2	3940759	1947013	49.41	3553587	1766210	49.70
Grade 3	3589776	1788072	49.81	3260972	1632237	50.05
Grade 4	3135770	1557190	49.66	2753517	1397234	50.74
Grade 5	2634957	1322059	50.17	2236519	1137728	50.87
Total (1-5)	17953300	8906867	49.61	16225658	8134437	50.13

Source: Directorate of Primary Education

Table 2.4
Teacher-student Ratio and average students per institution by type, 2005

Type of primary school	Teacher-student Ratio	Average student per institution
Govt. Primary School	1:59	252
Registered Non-Govt. Primary School	1:47	182
Non-Registered Non-Govt. Primary School	1:46	167
Others Primary Level Institutions	1:31	143
All Primary School	1:47	202

Source: Directorate of Primary Education

2.2.2 Secondary Education Feature

The secondary level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (grades IX -X)

is secondary while the last 2 years (grades XI - XII) is called higher secondary.

There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in vocational and trade institute/schools. Moreover, there are high schools where SSC (vocational) courses have been introduced.

In secondary education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies.

High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education.

The academic programme terminates at the end of class X when students are to appear at the public examination called S.S.C. (Secondary School Certificate). The Boards of Intermediate and Secondary Educations (BISE) conduct the S.S.C. examination. There are seven such Boards at different places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Barisal.

The secondary education is designed to prepare the students to enter into the higher secondary stage. In higher secondary stage, the course is of two-year duration (XI - XII)

which is being offered by Intermediate Colleges or by intermediate section of degree or master colleges. Table 4, 6, 7, 8 and 9 show the

Number of Secondary School by type and management 2005, Number of Teachers in Secondary School by type, management & sex 2005, Enrollment of secondary students by sex and type, Number of Secondary school, Teachers and Enrolment by Area/Location - 2005, Grade wise Enrolment in Secondary School by sex, 2004 and 2005

Table 2.5
Number of Secondary School by type and management 2005

Type of School	Govt		Non-govt		Total	
	Total	Female	Total	Female	Total	Female
Junior Secondary School	-	-	4322	1247 (28.9)	4322	1247 (28.9)
Secondary School *	317	147 (46.4)	13861	2314 (16.7)	14178	2461 (17.4)
Total (Secondary)	317	147 (46.4)	18183	3561 (19.6)	18500	3708 (20.0)

Source: BANBEIS, Ministry of Education

Table 2.6
Number of Teachers in Secondary School by type, management & sex 2005

Type of School	Govt.		Non-Govt.		Total	
	Total	Female	Total	Female	Total	Female
Junior Secondary School	-	-	36122	7294 (20.2)	36122	7294 (20.2)
Secondary School *	7452	2340 (31.4)	194584	38656 (19.9)	202036	40996 (19.6)
Total (Secondary)	7452	2340 (31.4)	230706	45950 (19.9)	238158	48290 (20.3)

Source: BANBEIS, Ministry of Education

Note: Figures in parentheses indicate % of female *Include Teachers of School Section for School & College.

Table 2.7
Enrollment of secondary students by sex and type

Type of School	Govt.		Non-Govt.		Total	
	Total	Girls	Total	Girls	Total	Girls
Junior Secondary School	-	-	910914	531164 (58.3)	910914	531164 (58.3)
Secondary School *	221887	106316 (47.9)	6265751	3230534 (51.6)	6487638	3336850 (51.4)
Total (Secondary)	221887	106316 (47.9)	7176665	3761698 (52.4)	7398552	3868014 (52.3)

Source: BANBEIS, Ministry of Education

Note: Figures in parentheses indicate % of girls * Including School Section of School & College.

Table 2.8
Number of Secondary school, Teachers and Enrolment by
Area/Location – 2005

Area/ Location	No. of School	Teacher		Enrolment	
		Total	Female	Total	Girls
All area	18500	238158	48290 (20.3)	7398552	3868014 (52.3)
Rural	15973	190214	31733 (16.7)	5951058	3111362 (52.3)
Urban	2527	47944	16557 (34.5)	1447494	756652 (52.3)
Metropolitan Cities	717	18127	7708 (42.5)	488323	251486 (51.5)
Dhaka City	370	11941	5317 (44.5)	286459	147994 (51.7)

Source: BANBEIS, Ministry of Education

Note: Figures in parentheses indicate % of female.

Table 2.9
Grade wise Enrolment in Secondary School by sex, 2004 and
2005

Grade	Enrolment 2004			Enrolment 2005		
	Total	Girls	% of Girls	Total	Girls	% of Girls
Grade 6	1926409	1001007	52.0	1976729	1030127	52.1
Grade 7	1700118	904142	53.2	1685056	881506	52.3
Grade 8	1517666	812256	53.5	1481110	779147	52.6
Grade 9	1364296	706788	51.8	1294110	675859	52.2
Grade 10	994758	500917	50.4	961547	501375	52.1
Total	7503247	3925110	52.3	7398552	3868014	52.3

Source: BANBEIS, Ministry of Education

2.2.3 Tertiary Education College Education

The third stage of education is comprised of 2-6 years of formal schooling. The minimum requirement for admission to higher education is the higher secondary certificate (H.S.C). HSC holders

are qualified to enroll in 3-year degree pass courses while for honours, they may enroll in 4-year bachelors' degree honours courses in degree level colleges or in the universities. After successful completion of a pass/honours bachelors' degree course, one can enroll in the master's degree course. Master degree courses are of one year for honours bachelor degree holders and 2 years for pass bachelor degree holders. For those aspiring to take up M.Phil and Ph.D courses in selected disciplines or areas of specialization, the duration is of 2 years for M.Phil and 3-4 years for Ph.Ds after completion of master's degree. Higher education is being offered in the universities and post HSC level colleges and institutes of diversified studies in professional, technical, technological and other special types of education.

College Education (Tabular Feature)

Table 2.10
Number of College by Type, Management and Sex, 2005

Type of College	Govt.		Non-Govt.		Total	
	Total	Female	Total	Female	Total	Female
School & College	-	-	638	124	638	124
Intermediate College	10	7	1165	225	1175	232
Degree (Pass) College	139	38	1048	176	1187	214
Degree (Hons) College	41	6	20	5	61	11
Master's College	61	13	28	6	89	19
Total (College):	251	64	2899	536	3150	600(19.9)

Source: BANBEIS, Ministry of Education

Table 2.11
Number of Teachers by type of College, Management and Sex, 2005

Type of College	Govt.		Non-Govt.		Total	
	Total	Female	Total	Female	Total	Female
School & College*	-	-	9753	2430 (24.9)	9753	2430 (24.9)
Intermediate College	189	54 (28.6)	25466	4577 (17.8)	25655	4631 (18.1)
Degree (Pass) College	3910	611 (15.6)	41401	7175 (17.3)	45311	7786 (17.2)
Degree (Hons) College	1860	329 (17.7)	898	156 (17.4)	2758	485 (17.6)
Master's College	5003	1477 (29.5)	1921	591 (30.8)	6924	2068 (29.9)
Total (College):	10962	2471 (22.5)	79439	14929 (18.8)	90401	17400 (19.2)

Source: BANBEIS, Ministry of Education

Note: Figures in parenthesis indicate % of female * No of Teacher in college section.

Table 2.12
Enrolment by type of College, Management and Sex, 2005

Type of College	Govt.		Non-Govt.		Total	
	Total	Female	Total	Female	Total	Female
School & College *	-	-	64152	32839(51.2)	64152	32839(51.2)
Intermediate College	3326	3031(91.1)	193751	89585(46.2)	197077	92616(47.0)
Degree (Pass)College	115896	49873(43.0)	511995	207908(40.6)	627891	257781(41.1)
Degree (Hons.)College	68442	26000(38.0)	23191	8496(36.6)	91633	34496(37.6)
Master's College	321473	122382(38.1)	65020	29223(44.9)	386493	151605(39.2)
Total (College):	509137	201286(39.5)	858109	368051(42.9)	1367246	569337(41.0)

Source: BANBEIS, Ministry of Education

Note: Employment in college section.

Table 2.13
Number of College, Teacher and Enrolment by Area in 2005

Area/Location	No. of	No. of Teacher		Enrolment	
	College	Total	Female	Total	Female
All Area	3150	90401	17400(19.2)	1367246	569337(41.6)
Rural	2155	56516	8469(15.0)	529312	213366(40.3)
Urban	995	33885	8931(26.4)	837934	355971(42.5)
Metropolitan Cities	270	9403	3929(41.8)	306755	132516(43.2)
Dhaka City	173	5674	2695(47.5)	161222	74285(46.1)

Source: BANBEIS, Ministry of Education

Note: Figures in parenthesis indicate % of female

University Education

There are 73 universities in Bangladesh. Out of these, 21 universities are in the public sector, while the other 52 are in the private sector. Out of 21 public sector universities, 19 universities provide regular classroom instruction facilities and services. Bangladesh Open University (BOU) conducts non-campus distance education programmes especially in the field of teacher education and offers Bachelor of Education (B.Ed.) and Master of Education (M.Ed) degrees. BOU conducts 18 formal courses and 19 non-formal courses. Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies. After successful completion of the specified courses, it conducts final examinations and awards degree, diplomas and certificates to the successful candidates. The degrees are B.A., B.S.S., B.Sc., B.Com. (Pass & Honours) M.A., M.Sc., M.S.S and M.Com. Moreover, this university also

offers LL.B., and other degrees. Bangladesh National University offers part-time training to university teachers.

There is only one medical university namely, "Bangabandhu Sheikh Mujib Medical University", like other public universities, offers courses on a different system where FCPS Degree is offered in the disciplines of medical education; diploma courses are offered in 12 disciplines. MD degree in 15 subjects and MS courses on 8 subjects are also offered. University Education(Tabular Feature of 2005)

Table 2.14
Number of Universities, Teachers and Enrolment by management and sex

Year	Management	No. of	No. of Teachers		Enrolment	
		University	Total	Female	Total	Female
2001	Public	17	5241	842(16.1)	92562	22494(24.3)
	Private	22	2205	274(12.4)	27245	7312(26.8)
	Total	39	7446	1116(15.0)	119807	29806(24.9)
2002	Public	17	5467	880(15.0)	92152	23223(24.9)
	Private	41	2948	513(17.4)	34432	9462(27.5)
	Total	58	8415	1393(16.6)	126564	32685(25.8)
2003	Public	21	6101	927(15.2)	104736	25812(24.6)
	Private	52	4543	631(13.9)	44604	7795 (17.5)
	Total	73	10644	1558(14.6)	149340	33607(22.5)
2004	Public	21	6462	975(15.1)	112327	27953(24.9)
	Private	53	4883	816(16.7)	70589	14341(20.3)
	Total	74	11345	1791(15.8)	182916	42294(23.1)
2005	Public	21	6852	1029(15.0)	115929	29246(25.2)
	Private	53	3487	798(22.9)	91648	20621(22.5)
	Total	74	10339	1827(17.7)	207577	49867(24.0)

2.2.4 Madrasah Education

The old scheme of madrasah education was introduced in 1780 with the establishment of Calcutta Madrasah. In madrasah education, one can learn Islamic religious education along with the general education as complementary to each other in the system of education. The madrasah education system has been continuing with some modifications according to the demand of the time, and many madrasahs grew up in this sub-continent. The government has been providing government grants to the teachers and employees of the non-government madrasahs like other non-government education institutions (schools and colleges). There are five levels in the madrasah education system, namely:

Primary level or ebtedayee education. This is equivalent to primary level of general education. The first level of madrasah education is comprised of 5 years of schooling (grades I - V). Normally, the children of 6 years of age begins in class 1 and finishes class V at the age of 11 years. Ebtedayee education is imparted in independent ebtedayee madrasahs and ebtedayee sections of dhakhil, alim, fazil and kamil madrasahs. It is also imparted in some of the private quami - kharizi madrasahs.

Secondary level. The secondary level of madrasah education is comprised of 7 (5+2) years of formal schooling. It takes five years in dhakhil stage (S.S.C. level) from grade VI - X while the last 2 years in alim (higher secondary) stage. Dhakhil level

education is imparted in dhakhil madrasahs and in dhakhil level of alim, fazil and kamil madrasahs. Alim is equivalent to higher secondary certificate education imparted to alim madrasahs and in alim level of fazil and kamil madrasahs.

There are diversification of courses after three years of schooling in secondary level of education from grade IX of dhakhil stage and grade XI of alim stage. There are streams of courses such as humanities, science and business education, where students are free to choose their courses of studies. Private individuals or private bodies manage all madrasahs of this level. Most of these madrasahs provide co-education. However, there are some single gender madrasahs in this level of madrasah education. There are two public examinations namely; dhakhil and alim after the completion of 10 years of schooling and twelve years of education, respectively. The Bangladesh Madrasah Education Board (BMEB) provides these two certificates.

Tertiary level of madrasah education. This level is comprised of 4 (2+2) years of formal education. The minimum requirement for admission to higher level of madrasah education is the alim (equivalent to HSC) certificates. Alim pass students are qualified to enroll in 2-year fazil education. This level of education is imparted in fazil madrasah and in fazil level of kamil madrasahs. After successful completion of fazil degree one can enroll in 2 -years kamil level education. There are four streams of courses in kamil level education; streams are hadis, tafsir, fiqh and adab. Bangladesh Madrasah Education Board conducts these two fazil and kamil examinations and award certificates. After

successful completion of the specified courses one can appear these examinations.

Out of the total kamil the government manages madrasahs only three madrasahs and others are managed by either individual or by private bodies. However, there are few girls' madrasah for girl students.

The Bangladesh Madrasah Education Board has the following functions as regard to madrasah education: grants affiliations to different levels of madrasahs from ebtedayee to kamil; prescribes syllabi and curricula; conducts public examinations (dhakhil to kamil) and scholarship examinations. Besides the public system of madrasah education there are a good number of private madrasahs for the Muslim students, namely: hafizia, qiratia, quami and nizamia. Most of these madrasahs are residential. These type of madrasah are sometimes called kharizia as these are beyond the purview of the general system of education. Recently, these quami madrasahs have been organized under the umbrella of a private board known as 'Befaqul Madaris or Quami Madrasah Board which constitutes curricula and syllabi of quami madrasahs, conducts examinations and awards certificates and degrees.

Features of Madrasah Education (Tabular) 2005

Table 2.15
Enrolment Rate at Secondary level in Madrasah

Year	Secondary Age Popn. (11-15 Yrs.)		Enrolment (Grade 6-10)		Gross Enrolment Rate (%)	
	Total	Female	Total	Female	Total	Female
2001	18317747	9075955	1587361	791648	8.67	8.72
2002	18263183	9054537	1619486	828854	8.87	9.15
2003	17980817	8916032	1664635	864687	9.26	9.70
2004	17148640	8108582	1583578	786876	9.23	9.70
2005	17341882	8199956	1597668	796016	9.21	9.71

Source: BANBEIS, Ministry of Education

Note: Secondary Age Population calculated from SVR estimate of BBS

Table 2.16
Attendance Rates by grade at Dakhil (Secondary) level in Madrasah-2005

Grade	Enrolment		Attendance		Attendance Rate	
	Total	Female	Total	Female	Total	Female
Grade 6	429575	220351	307448	163099	71.57	74.02
Grade 7	349396	173009	246885	128649	70.66	74.36
Grade 8	310646	153829	217180	109641	69.91	71.27
Grade 9	284898	141753	198415	100738	69.64	71.07
Grade 10	223153	107074	153079	72667	68.60	67.87
All grades(6-10)	1597668	796016	1123007	574794	70.29	72.21

Source: BANBEIS, Ministry of Education

Table 2.17
District wise number of Madrasah, Teachers and Enrolment by Sex, 2005

Sl. No.	District	No. of	No. of Teachers		Enrolment	
		Madrasah	Total	Female	Total	Girls
1.	Barguna	138	2310	109	42796	19211
2.	Barisal	247	4220	366	93478	46031
3.	Bhola	235	3917	267	93764	51413
4.	Jhalokati	131	2201	183	45847	20573
5.	Patuakhali	277	4256	315	85932	42010
6.	Pirojpur	169	2918	193	40085	18867
Total Barisal Division		1197	19822	1433 (7.2%)	401902	198105 (49.3%)
7.	Bandarban	11	147	7	3680	1519
8.	Brahmanbaria	79	1228	142	34437	15830
9.	Chandpur	183	3131	172	83415	39586
10.	Chittagong	302	4964	258	149026	60165
11.	Comilla	379	6314	622	155419	80597
12.	Cox's Bazar	106	1649	110	55205	31578
13.	Feni	101	1581	66	48117	19118
14.	Khagrachhari	13	192	14	2267	1051
15.	Lakshmipur	130	2105	119	66226	33299
16.	Noakhali	166	2733	117	74735	36046
17.	Rangamati	10	155	11	3090	1097
Total Chittagong Division		1480	24199	1638 (6.8%)	675617	319886 (47.3%)
18.	Dhaka	115	2140	241	54229	19933
19.	Faridpur	75	1214	111	30204	14543
20.	Gazipur	176	3130	364	60014	30871
21.	Gopalganj	45	752	75	17823	9625
22.	Jamalpur	174	2804	315	68458	32644

Sl. No.	District	No. of	No. of Teachers		Enrolment	
		Madrasah	Total	Female	Total	Girls
23.	Kishoreganj	141	2293	204	59831	31452
24.	Madaripur	69	1170	65	23160	11417
25.	Manikganj	25	384	27	9144	4195
26.	Munshiganj	33	511	19	12971	6220
27.	Mymensingh	381	6150	624	147669	77203
28.	Narayanganj	63	1143	95	32406	16375
29.	Narsingdi	94	1566	152	39399	19105
30.	Netrakona	88	1411	108	33436	14778
31.	Rajbari	67	1148	116	26260	14461
32.	Shariatpur	53	849	59	22572	10605
33.	Sherpur	95	1486	169	32787	14496
34.	Tangail	220	3536	291	59760	27816
	Total Dhaka Division	1914	31689	3035 (9.6%)	730123	355739 (48.7%)
35.	Bagerhat	164	2752	165	56063	25460
36.	Chuadanga	37	608	52	16315	7078
37.	Jessore	315	5152	519	108004	60029
38.	Jhenaidah	109	1698	157	41488	19702
39.	Khulna	133	2178	220	48548	22419
40.	Kushtia	76	1203	170	30661	14521
41.	Magura	74	1231	123	27401	13167
42.	Meherpur	24	343	40	8717	3867
43.	Narail	42	682	64	15800	6366
44.	Satkhira	212	3384	235	87941	46065
	Total Khulna Division	1186	19231	1745 (9.1%)	440938	
45.	Bogra	313	5216	609	111273	50731
46.	Dinajpur	327	5562	649	106064	50319
47.	Gaibandha	232	3811	341	74012	32077

Sl. No.	District	No. of	No. of Teachers		Enrolment	
		Madrasah	Total	Female	Total	Girls
48.	Joypurhat	117	2081	200	47738	20523
49.	Kurigram	228	3786	237	76571	36656
50.	Lalmonirhat	83	1306	89	28094	13512
51.	Naogaon	281	4779	397	96216	46727
52.	Natore	117	1917	233	42606	19334
53.	Nawabganj	131	2289	264	51374	25598
54.	Nilphamari	158	2604	187	52239	27346
55.	Pabna	187	3069	355	76126	38646
56.	Panchagarh	82	1210	140	24846	10982
57.	Rajshahi	214	3763	469	61853	27043
58.	Rangpur	266	4594	376	89826	41788
59.	Sirajganj	221	3564	305	89394	42339
60.	Thakurgaon	168	2694	288	49261	21305
	Total Rajshahi Division	3125	52245	5139 (9.8%)	1077493	504999 (46.9%)
61.	Habiganj	58	906	76	24538	10372
62.	Maulvibazar	62	933	46	25181	10309
63.	Sunamganj	76	1122	56	29130	11461
64.	Sylhet	116	1820	62	48299	19120
	Total Sylhet Division	312	4781	240 (5.0%)	127148	51268 (40.3%)
	BANGLADESH:	9214	151967	13230 (8.7%)	3453221	1648655 (47.7%)

Source: BANBEIS, Ministry of Education

Table 2.18
Number of Madrasah by type, and management and sex – 2005

Type of Madrasah	Govt.		Non-government		Total	
	Total	For Female	Total	For Female	Total	For Female
Dakhil	-	-	6685	1017	6685	1017
Alim	-	-	1315	91	1315	91
Fazil	-	-	1039	24	1039	24
Kamil	3	-	172	6	175	7
Total	3	-	9211	1138	9214	1138

Source: BANBEIS, Ministry of Education

Table 2.19
Number of Teachers in Madrasah by type, management and sex in 2005

Type of Madrasah	Govt.		Non-government		Total	
	Total	Female	Total	Female	Total	Female
Dakhil	-	-	98123	9908	98123	9908
Alim	-	-	25634	1803	25634	1803
Fazil	-	-	23336	1324	23336	1342
Kamil	82	2	4792	175	4874	177
Total	82	2(2.44%)	151885	13228(8.71%)	151967	13230(8.71%)

Source: BANBEIS, Ministry of Education

Table 2.20
Enrolment in Madrasah by type, management and sex in 2005

Type of Madrasah	Govt.		Non-government		Total	
	Total	Female	Total	Female	Total	Female
Dakhil	-	-	2236025	1170220	2236025	1170220
Alim	-	-	550813	253207	550813	253207
Fazil	-	-	529952	197316	529952	197316
Kamil	2738	19	133693	27903	136431	27922
Total	2738	19(0.69%)	3450483	1648646(47.8%)	3453221	1648665(47.7%)

Source: BANBEIS, Ministry of Education

Table 2.21
Number of Madrasah (Dakhil to Kamil) ,Teachers and Enrolment
by Area/Location- 2005

Area/Location	No.of	No. of Teacher		Enrolment	
	Madrasah	Total	Female	Total	Female
All area	9214	151967	13230(8.7%)	3453221	1648665(47.7%)
Rural	8489	138181	11464(8.3%)	3117592	1512329(48.5%)
Urban	725	13786	1766(12.6%)	335629	136336(40.6%)
Metropolitan cities	139	2676	388(14.5%)	75351	24085(32.0%)
Dhaka city	67	1296	192(14.8%)	33296	11753(35.3%)

Source: BANBEIS, Ministry of Education

Table 2.22
Gradewise Enrolment at Dakhil (Secondary) level in Madrasah
by sex, 2004 and 2005

Grade	2004			2005		
	Total	Girls	% of Girls	Total	Girls	% of Girls
Grade 6	401733	205745	51.21	429575	220351	51.30
Grade 7	350366	175427	50.07	349396	173009	49.52
Grade 8	317444	158770	50.02	310646	153829	49.52
Grade 9	284923	141316	49.60	284898	141753	49.76
Grade 10	229112	105618	46.10	223153	107074	47.98
Total (Grade 6-10)	1583578	786876	49.69	1597668	796016	49.82

Source: BANBEIS, Ministry of Education

Table 2.23
Internal Efficiency Rates at Dakhil (Secondary) Level in Madrasah

Year	Sex	Dropout Rate (%)	Completion Rate(%)	Survival Rate(%)	Co-efficient of Efficiency
2004	Both Sex	77.23	22.77	45.37	28.8
	Female	85.50	14.50	37.99	19.3
2005	Both Sex	76.18	23.82	51.50	29.6
	Female	82.07	17.93	47.19	23.3
2001	Both Sex	62.84	37.16	80.26	37.6
	Female	63.95	36.05	75.29	32.1
2002	Both Sex	80.01	19.99	49.11	24.5
	Female	83.80	16.20	48.73	19.6
2003	Both Sex	78.33	21.67	61.14	24.8
	Female	85.95	14.05	56.90	16.7

2.2.5 Technical Education

For the students whose interest are not strictly academic may find technical-vocational programmes more interesting and more valuable for their future. Government tries to ensure that the course curriculum should be relevant to students' interest and aspirations while at the same time it should address the needs of the job market.

Primary level. There is no technical-vocational institution in primary level of education. Ebtedayee in the first level (Primary level) of madrasah education has no scope for technical-vocational education. Accordingly, technical - vocational

education in Bangladesh is designed in three phases under two major levels of secondary and tertiary level of education.

Secondary level. Vocational courses starts from secondary level. The certificate courses prepare skilled workers in different vocations starting from ninth grade after completion of three years of schooling in secondary school. At this level the courses are diversified in different vocations spread over 1 to 2 years duration. Recently, 2 years duration vocational courses have been introduced at the higher secondary level in government managed vocational training institute (renamed as Technical School & College). Diploma courses prepare the diploma engineers at the polytechnic institutes. This course spread over 4 years duration after passing the secondary school certification examination. There is a technical education board called Bangladesh Technical Education Board (BTEB), which grants affiliation to the technical institutes. It conducts examinations of the students completing different courses in different vocational and technical education, and awards certificates to the successful candidates.

Technical & Vocational Education Tabular Feature

Table 2.24
Number of Institutions, Teachers and Enrolment by type, management & sex-2005

Type of Institution	No. of	Teachers		Enrolment	
	Inst.	Total	Female	Total	Female
Polytechnic Institute (Govt.)*	37	1189	166	17836	1648
Polytechnic Institute (Non-Govt.)	97	465	-	9682	1278
Technical College (Govt.)**	64	792	75	8548	1224
Commercial College (Govt.)	16	68	-	3683	790
Glass & Ceramic Institute (Govt.)	1	10	1	174	12
Graphic Arts Institute (Govt.)	1	16	0	255	20
Survey Institute (Govt.)	2	17	1	557	11
Technical Training Centre (Govt.)	13	359	69	4867	473
Textile Institute (Govt.)	6	45	3	856	0
Textile Vocational Centre (Govt.)	28	331	26	5097	584
Agricultural Training Institute (Govt.)	12	112	5	7103	1403
Agricultural Training Institute (Non-Govt.)	47	150	18	7285	430
SSC (Voc) (Non-government)	1224	7511	1869	95458	30380
HSC (B.Management)(Non-Govt.)	1180	6120	975	79935	24309
Total	2728	17185	3208 (17.6%)	241336	62562 (25.9%)

Source: BANBEIS, Ministry of Education

2.2.5 Professional Education

The College of Textile Technology and College of Leather Technology offer four -year degree courses in Textile Engineering and Leather Technology respectively after completing Higher Secondary Education. The minimum requirement to be admitted to teachers training colleges (TTCs) for Bachelor of Education, Bachelor of Physical Education in Physical Education College is graduation degree. Generally, in-service teachers undertake this professional training course along with some unemployed graduates. Professional education also imparted in Medical Colleges, Dental Colleges, Nursing College, Homeopathic Colleges, Law Colleges etc.

2.2.6 Teacher Education

Table 2.25
Number of Institutions, Teachers and Enrolment by type, Management & sex in 2005

Type of Institution	Institution	Teachers		Enrolment	
		Total	Female	Total	Female
Primary Training Institute (Govt.)	54	517	179	13025	5176
Teachers Training College (Govt.)	14	247	74	6518	2885
Teachers Training College (Non-Govt.)	85	988	220	11638	4352
Technical Teachers Training College (Govt.)	1	15	2	72	22
Vocational Teachers Training Institute (Govt.)	1	6	1	120	-
Physical Education College (Govt.)	4	49	7	668	142

Type of Institution	Institution	Teachers		Enrolment	
		Total	Female	Total	Female
Physical Education College (Non-Govt.)	23	227	22	2734	902
Higher Secondary Teacher Training Institute (Govt.)	5	66	19	542	46
Madrasah Teacher Training Institute	01	17	-	948	-
Total	188	2132	524(24.6%)	36265	13525(37.3%)

Source: BANBEIS, Ministry of Education

2.2.7 Other Types of Education

Religious and Moral Education

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

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

Islamic Studies

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

Hindu - Religious Studies

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

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

Buddhist Religious Studies

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

Christian Religious Education

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

2.2.8 Education: Administration and Management

Education Systems in Bangladesh is being managed and administered by two Ministries viz. Ministry of Education (MOE) and Ministry of Primary and Mass Education (MOPME) in association with the attached Departments and Directorates as well as a number of autonomous bodies.

Ministry of Education (MOE)

This Ministry is concerned with policy formulation, planning, monitoring, evaluation and execution of plans and programmes related to secondary and higher education including technical & madrasah education. The line directorates, viz.. Directorate of Secondary and Higher Education and Directorate of Technical Education are responsible for management and supervision of institutions under their respective control.

Directorate of Secondary and Higher Education (DSHE):

This Directorate is headed by the Director-General who is responsible for administration, management and control of

secondary and higher education including madrasah and other special types of education. It is assisted by sub-ordinate Offices located at the divisional, district and thana levels.

The Directorate of Technical Education (DTE): This Directorate is headed by the Director-General and is responsible for the management and administration of technical & vocational institutions like polytechnics, monotechnics and other similar types of institutes. It has Inspectorate Offices at the Divisional Headquarters.

Bangladesh National Commission for UNESCO (BNCU): This organisation functions as a corporate body within the MOE. This is headed by the Minister of Education as Chairman and the Education Secretary as the Secretary-General. The Commission consists of 69 members constituted by eminent educationists and intellectuals interested in educational, scientific and cultural matters in the country. A senior official designated as Secretary normally heads the Secretariat of the Commission.

Chief Accounts Office (CAO): In pursuance of the Government a separate accounts office under a Chief Accounts Officer (C.A.O) does policy of decentralization the accounting function of the MOE.

National Curriculum and Textbook Board (NCTB): This Board is an autonomous organisation under the Ministry of Education (MOE). It performs the responsibility of renewal/modification and development of curriculum, production

and distribution of textbooks at primary, secondary and higher secondary levels.

Bangladesh Bureau of Educational Information and Statistics (BANBEIS): This organization is responsible for collection, compilation and dissemination of educational information and statistics at various levels and types of education. This organization is the Apex Body of the Educational management Information System (EMIS) of the country. It is also the National Coordinator of RINSACA (Regional Informatics for South & Central Asia). Recently, it has been assigned with the important task of selection, processing and computerization of data necessary for awarding government subvention to all the private education institutions.

Further more, a number of autonomous bodies have a share in the administration of education. These are :

University Grants Commission (UGC): The University Grants Commission is responsible for co-ordinating activities of the universities and distributing government grants of them.

National University: This is an Affiliating University responsible for academic control of all the affiliated colleges offering courses in Degree Pass, Honours and Masters and for conducting Bachelor Degree and Master's examinations.

Education Boards: Seven Boards of Intermediate and Secondary Education are responsible for conducting the SSC and HSC level public examinations.

Madrasah Education Board: This Board is responsible for conducting public examinations from Dakhil to kamil levels.

Technical Education Board: This Board is entrusted with the task of conducting certificate and diploma examinations in technical education.

Ministry of Primary & Mass Education (MOPME)

Bangladesh is committed to the World Declaration on Education for All (Jomtein, March 1990) and the Convention on the Right of Children (New York, September 1990).

Recognizing the importance of primary and non-formal education in ensuring education for all and eradicating illiteracy, the Government created a new Division called Primary and Mass Education Division (PMED) in August 1992. This Division is now operating as a Ministry. The Ministry of Primary and Mass Education is responsible for policy formulation, planning, evaluation and execution of plans and initiating legislative measures relating to primary and non-formal education.

Directorate of Primary Education (DPE): This Directorate controls, coordinates and regulates the field administration of the primary education. The Directorate of Primary Education was created in 1981 with a view to giving full attention to primary education as an independent organization. The Director-General heads it. Under this Directorate there are 6 Divisional (regional) Officers, 64 District Offices and 481 Thana Offices.

National Academy for Primary Education (NAPE): This is an apex institution for training and research in the field of primary education, which is headed by a Director and governed by a Board of Governors headed by the Secretary, PMED. There are 53 government and 1 private Primary Training Institute. They offer 1-year Certificate-in-Education course to teachers of primary schools.

Bureau of Non-formal Education (BNFE) : A Directorate was created in 1995 with the responsibility of execution of policy decisions and plans relating to non-formal education. The Non-formal Education Programmes were then implemented through (a) NGO run centre-based literacy programme. (b) total literacy movement by the District/Thana administration. This Directorate has been abolished and started functioning as Bureau of Non-formal Education.

Compulsory Primary Education Implementation Monitoring Unit: After the enactment of Primary Education (Compulsory) Act of 1990, the Government created the Compulsory Primary Education Implementation Monitoring Unit in 1991, headed by the Director-General with the responsibility to monitor the compulsory primary education program at the field level and conduct child-survey to collect information on the numbers of primary school-age population and children attending schools.

2.3 Conclusion

Bangladesh is now in a competitive exposure before the trade bodies of the developed economy and along with the emerging

economies of South Asia. The country has achieved its current position over the last three decades of development efforts. Education system has played a thrust role in almost all aspects of human resource development that has sharply triggered the literacy condition of root-level and indigenous people to the workable stage.

The education system is important to know, especially in this research work, because of the relation between an institution and its library. This system, though has a triggering role to make primary educated people who can at least join a factory, has to go a long way ahead to reach the optimum level of an educated nation. Thus, libraries are required to act as a catalyst to such process. TTC library will be a new shape to pioneer in developing the secondary education standard through the teachers of high schools in Bangladesh.

Chapter 3

Development of Library and Information Services in Bangladesh

3.1 Introduction

Any social system develops by the sprinting of time. Library itself is the combination of a particular. Social system and its services. Development of socio-economic condition deserves the development of the contemporary library systems. The practice of keeping records of everything has been going on since the human civilization started. To make an effective future for the contemporary people and their forthcoming generation, people started making pictorial or written records of their ideas, Their social customs, ruling affairs and about their kings and kingdoms nearly 6000 years back. Paper and printing technology were not invented that time. According to the World book Encyclopaedia, the people have started keeping their records on a variety of materials for the last 6000 years. Bone, clay, metal, wax, wood, papyrus, silk, leather parchment, paper film, magnetic tape, CD-ROM, etc are the materials they have used up to this time.

However, in the fifteenth century, invention of printing technology forwarded the media of Age-to-Age communications and thus, system of recording different types of information for the further use of social, political and intellectual purpose got a pragmatic process.

The library is a product of cultural maturation. It came into being when societies ceased to be nomadic and became urbanized,

and when graphic records became important to the effective operation of organized human relationship (Shehra: 1972).

However, cultural maturation is a bi-product of modern civilization.

3.2 Growth of Structural Concept of Libraries

Establishment of many libraries in the different Ages indicates the gradual development of modern civilization. The monastery libraries, the professional and academic libraries, Alexandria Library, libraries in Spain and Portugal, medieval and Muslim libraries in Baghdad, the Vatican Library in Rome, University Library of Cordova etc. are some of the examples of information milestones of the Middle Age. Bodleian Library in Oxford, Cambridge University Library and the Bibliotheque Nationale (of 1789), in Paris were the famous information centers of 17th centuries.

During the 18th and 19th centuries we will come across the British Museum, Victoria and Albert Museum, John Ryland's Library and other National Libraries of Europe as well as the Library of Congress, Washington D.C, USA. In South Asia, Vietnam, Cambodia and British India (present Indo-Pak-Bangladesh subcontinent), we will find an interesting spectacle of libraries and well-organized libraries of the Moghul period and after (Sengupta and Chakravarty: 1981)

Cultural maturation of the middle age emerged with the Christian religious flavour in Europe. Similarly, cultural

maturation took place in erstwhile India with the spiritual flavour of the Hindus, the Buddhists and the Muslims very acutely. The elites and priests of these three spiritualisms had enriched their respective literatures and also developed the branches of knowledge with their new thoughts.

In the early days, every Buddhist monastery had a library. During the Muslim rule, education was encouraged, books were in demand. Hundreds of scribes were available in every city in order to meet the demands for books and no Muslim noble would be considered cultured unless he possessed a library (Khan: 1984)

Many of the Hindu Lords and Kings preserved their valuable records, royal proceedings, letters, treaties, memorandums of understanding and other revenue documents in their selected rooms that we can treat as the growing organisms. However, those libraries were the important centers for their royal values.

Besides, collection of books in the form of manuscripts written on parchments, papyrus and papers, was preserved in the religious temples and mosques. Those were mini libraries, because the interested elites and priests of the societies could read them for their further referential uses.

It is clear that the libraries were accessible only to the elites and religious leaders, not to the common men. The common people were also not able to read and write which kept them apart from the use of those libraries.

Upto the middle of 19th century, most of the libraries in East Bengal (now Bangladesh) were private owned and open to the scholars; university students and wealthy people only. Gradually, the libraries got service based institutional shape. Some of the Zamindars, government officials and the Nawabs realized the necessity and importance of library as an institute of continuous education for the common people.

The story of library reveals that (i) Libraries are essential ingredients of a civilized society; (ii) They come into being to meet certain recognized needs and these needs determine their forms, purposes, functions, programs and services; (iii) certain conditions – economic, technological, scientific, geographical, cultural or social, encourage their development and when such conditions do not prevail, libraries decline and many disappear (Gates: 1988).

This assumption of JK Gates is proved to be true in context of those early libraries in Bangladesh. Though the importance of library was realized by the erstwhile Zaminders and other elites but due to social inconsistencies and many political changes, most of their libraries disappeared later. History says that many of this sub-continental Kings and Zaminders were voluptuous rather than being scholars. So, most of them built their libraries as the royal symbol of dignity and as an item of their various luxuries. Acquiring knowledge and using the information were not the purposes behind those libraries. Some of those libraries were also used for keeping state-records.

However, the hypothesis of building those libraries can say that they were the recreational centers for a particular class of people while the principles of library service were far away from them. So far it is known, no people could look after those library materials in the portfolio of their custodians, but the users could.

3.3 Growth of Libraries in Bangladesh

With the advancement of education, libraries have emerged in their different appearance. They are mainly

- i) Academy Based Libraries
- ii) Community Based Libraries
- iii) Institution Based Libraries and
- iv) The National Libraries.

Bangladesh, too, have run with the same trend.

Libraries emerge at a stage in the development of community when urgent needs for information storage and transfer become widely recognised. Oral tradition no longer serves. The community, through designated official, creates agencies to deal with those needs: schools, museum and finally public libraries. As schools become complex, they also produce libraries : so do museums, and so do other agencies. Business and industry, reaching critically complex levels, established their own libraries. (Marco: 1977)

Guy A. Marco's statement printed above also makes us think that Bangladesh is no how apart from this kind of library development.

The Academy Based Libraries are School Library; Madrassa Library, College Library and University Library.

The Institution Based Libraries are mainly special libraries. They are SAIC, BANSDOC, BIDS Library, CIRDAP Information Centre, USIS, British Council Library, BISS Library, ICDDR, B Library etc.

Community Based Libraries that have developed in Bangladesh are Public Libraries, Masjid Pathagaar (mosque based small library) Church Based Small Libraries and also personal libraries. However, public libraries are in good focus among all.

The National Library of Bangladesh developed as the highest national information centre, the only general library for the national services, situated in the capital city.

3.4 Growth and Existing condition of Academy Based Libraries

The academy based libraries are mainly of four types; (i) School Library, (ii) College Library, (iii) University Library and (iv) Madrassa Library.

3.4.1 School Library

There are three types of school existing in general in Bangladesh. They are primary, junior secondary and secondary schools. Besides, Kindergarten school, semi-English medium and English medium schools are also there scattered mainly in the urban areas. Moreover there are twelve cadet colleges including their

Girls cadet college for the secondary and higher secondary level of students.

The following table shows categorized data on the primary schools that give us clear picture on primary schools in Bangladesh.

Table 3.1
categorized data on the primary schools

Type of schools	Number of schools	Number of teachers	Number of students
Govt. Primary school	37709	149530	11022234
Regd. non Govt. Primary school	19553	78673	4032995
Not regd. non government Primary school	2632	9683	367948
Other Primary level (Kindergarten) schools	18934	74359	2198554
Total	78828	312245	17621731

Source: Bangladesh Educational Statistics 2000, BANBEIS,

Table 3.2
Status of Schools

Type of Schools	No. of Schools	No. of Teachers	No. of Students
Junior Secondary (Govt.)	Nil	Nil	nil
Junior secondary (non government)	3024 (19.76%)	19885	698504
Secondary (government)	317 (2.07%)	8187	270074
Secondary (Non government)	11952 (78.1%)	147525	6411138
Cadet college	10(0.06%)	378	2830
Total	15303	175975	7382546

Source: Bangladesh Educational Statistics 2000, BANBEIS, Ministry of Education.

3.5 Ministry of Primary and Mass Education

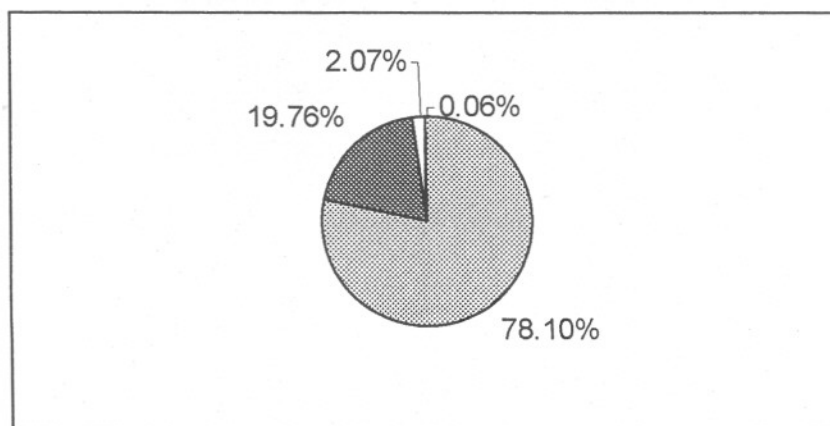
Unfortunately, these 3,12,245 primary teachers and their 1,76,21,731 students do not avail of any library or library facility in the school premises. Bangladesh Education commission Report 1974 states that the responsibility of handing over books to the children with a view to creating in them an interest in books

which arouses their attitude of respect towards books and creates their reading habit, is firstly of the guardians then the school.





It is investigated that this responsibility has gone unattended. Hence, primary school libraries have not grown in Bangladesh.

The table above does not show the number of high secondary and their teachers & students as they are yet to be enumerated. However, this researcher's investigation finds that only the cadet colleges do have their physical facilities of library services and other schools do not. This percentage of the services is really a disappointing figure for a modern Age.

Figure 3.1
Percentage of Library Services in the Schools in 2000



Availing library facilities

	78.10%- No library system for services
	19.76%- No libraries at all
	2.07% - Libraries with no services
	0.06% - Library system prevail

Source: This Researcher's Investigation

The pie graph shows the percentage of library services in the secondary level institutions in Bangladesh.

3.5.1 College Library

College libraries have stated their libraries displaying some books in the almirahs since the private degree colleges started their activities. This is simply a book-projection, because most of the colleges do not have any scientific system of library services. There are 233 government colleges and 1965 non- government colleges in Bangladesh while 5 and 1311 are intermediate colleges respectively. The following table gives a picture in this regard.

Table 3.3
Colleges with the percentage of systematic libraries

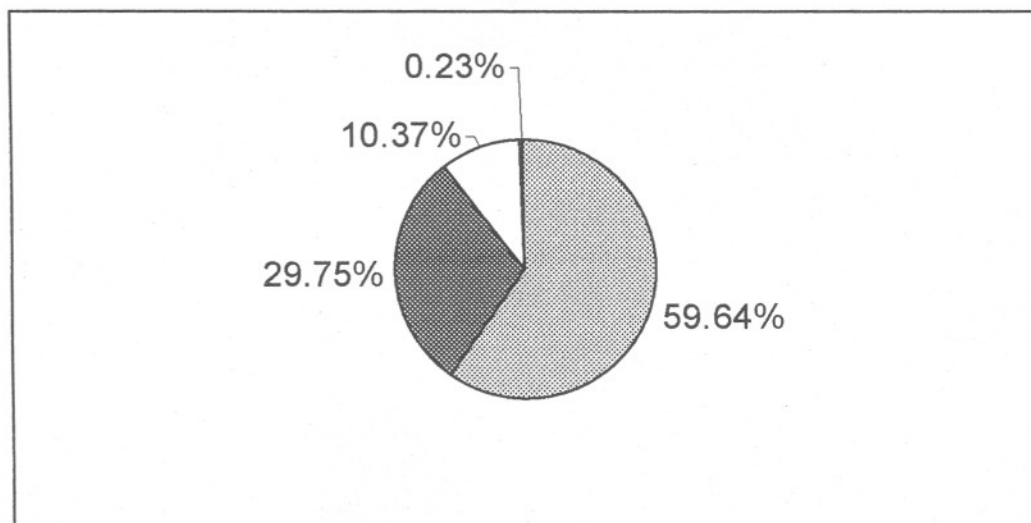
Type of colleges	No. of colleges	No. of Teachers	No. of Students
Govt. intermediate College	5(0.23%)	123	660
Non- government intermediate college	1311(59.64%)	23696	326754
Govt. degree college	228 (10.37%)	5564	131278
Non- government degree College	654 (29.75%)	25937	996447
Total	2198 (100%)	55320	1455139

Source: Bangladesh Educational Statistics 2000, BANBEIS. Ministry of Education.

The government colleges both intermediate and degree have their libraries but they offer very poor system and services. The existence of libraries in the non- government degree colleges is also praiseworthy despite no library services are prevailing in most of them. However, the students and teachers of the non- government intermediate colleges do not get library facilities

though the existence of library in the organogram is merely a written document. This percentage is 59.64%.

Figure 3.2
Percentages of basic / systematic libraries in the Colleges



No Libraries (59.64%)
 Libraries and inadequate services are there (10.37%)
 Libraries are there but nearly no services prevail (0.23%)
 Libraries with poor services (29.75%)

Besides, the technical and professional colleges and institutes have grown for the last fifty years in Bangladesh. Library and information services have developed abreast in some of those institutes, but they are in the lowest profile to the demand of this developed age.

Table 3.4
Number of Institutions by Teachers and Students

Type	Institutions	Teachers	Students
VTI	51	450	5837
PTI	54	745	7192
Govt. Commercial Institute.	16	124	2747
Polytechnic Institute.	20	775	18877
Teachers Training College	31	834	11045

Type	Institutions	Teachers	Students
CTTI	01	12	46
College of leather Technology	01	29	392
Bangladesh Institute of Technology (BIT)	04	265	3431
Agriculture College	04	210	2089
Medical College	22	1792	11046
Dental College (Graduate)	07	NA	NA
Homeo pathic College	31	446	16091
Nursing Training Institute	44	255	3789
College of Textile Technology	01	20	459
Unani/Herbal College	11	80	1145
Agurvedic College	05	46	253
Govt. Homeo College	01	23	487
Institute of Health Technology College	02	25	78
Law College	51	507	17930
College of Physical Education	04	54	651
Sansknt & Pali college	260	922	1730
NTRAMS	01	31	1146

Source: Bangladesh Educational Statistics, 2000, BANBEIS, Ministry of Education.

Note: a. All the data include both government and non- government institutions together.

b. NA indicates the data could not be known (Not Available)

The table shows the existing professional and technical educations and institutions status.

It is investigated that most of the nursing training institutes. Homeopathic colleges and VTIs do not have libraries in terms of information services. However, the other institutions do have but their services are very back-dated. The exceptions are four BITs, College of Leather Technology and College of Textile Technology. These institutions, due to their characterization, have grown special libraries with some modern services.

3.5.2 Madrasah Libraries

"At present, there are 4865 Dakhil 3.5.2 Madrasah, 1090 Alim Madrasah, 1000 Fazil Madrasah and 141 Kaamil Madrasah in Bangladesh".^[BANBEIS 2000]

There are only three nationalized Kamol Madrasah and none of the other categories belongs to the government.

The percentages of classified Madrasah are:-

Dakhil – 69%

Alim – 15%

Fazil – 14%

Kaamil – 2%

It is investigated that none of the 69% Madrasah provide information services as they do not have any systematic library. Other 31% do have their libraries where the madrassa teachers look after the almirahs and no information services are offered. The three nationalized Kaamil Madrasah have their libraries but with 2/3 non-professional staff in each of them.

3.5.3 University Libraries

University libraries have soundly grown since the Universities were established in Bangladesh. there are 21 public universities and 53 private universities in Bangladesh.^[BANBEIS 2005]

Table 3.5
Shows the Establishment of Public University Chronologically

Name	Year of establishment	Place
Dhaka University Library	1921	Dhaka
Rajshahi University Library	1953	Rajshahi
Bangladesh University of Engineering and Technology Library (BUET,L)	1961	Dhaka
Bangladesh Agricultural University Library (BAU,L)	1962	Mymensingh
Chittagong University Library (CU, L)	1966	Chittagong
Jahangir Nagar University Library	1970	Saver,
Islamic University Library	1985	Dhaka
Shahjalal University of Science and Technology Library (SUST, L)	1991	Kushtia
Khulna University Library	1991	Sylhet
Bangladesh National University Library	1993	Khulna
Bangladesh Open University Library	1965 (the same as IPGMR Library)	Gazipur
Bangabandhu Sheikh Mujib Medical University Library	1965 (the same as IPGMR Library)	Gazipur
Bangabandhu Sheikh Mujibur Rahman Agricultural University Library	1998. (re-built from IPSA)	Dhaka Gazipur

Source: This researcher's investigation, 2001

New public universities have been under project recently whose libraries are yet to be in the size and shape of a university library. They are in Dinajpur and at Sher-E-Bangla Nagar in Dhaka. Besides, the government has taken the initiative to establish six more technical universities under its education development projects. It is expected that all these universities will have their modern information centers with most updated systems of information services.

However, the private university libraries are small in bulk but each of them has got computerized information center.

Table 3.6
Libraries with IT Facilities

The Libraries	Computer Facilities With Software Availability	Access to E-Mail/Internet
Dhaka University Library	CDS/ISIS-GLASs	Direct
Rajshahi University Library	CDS/ISIS	Indirect
BUET Library	CDS/ISIS	Direct
BUET Library	CDS/ISIS	Indirect
CU Library	Inmagic	Indirect
JU Library	MS-word	Indirect
Islamic University Library Kushtia	CDS/ISIS	Indirect
SUST Library, Sylhet	MS-word, FoxPro (Usual Software)	Indirect
KU Library	CDS/ISIS	Indirect
BNU Library	CDS/ISIS	Indirect
	CDS/ISIS	Indirect
	CDS/ISIS	Indirect
BOU Library	MS-word and other usual software	Indirect
BSMMU Library	CDS/ISIS	Indirect

Source: Bangladesh Journal of Library and Information Science (December 1998) and the current study of this researcher

The table shows the public university libraries using the application of Information Technology.

According to the data provided in the table-6, only Dhaka University and Engineering University libraries have got their own and direct internet access respectively among the public Universities. The others do have this facility indirectly through the central e-mail address of the respective University. Most of them are using an information service software, namely CDS/ISIS.

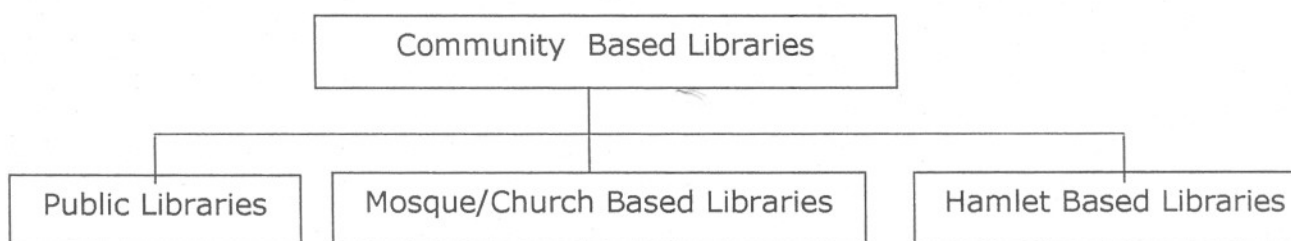
It is fact that only the university libraries among the academic ones have developed a little in the exposure of modern information centers. But still, many changes have to be taken place in this web-site age. All the public universities have taken initiative to automate their libraries and this target is yet to be

fulfilled due to some constraints. These libraries are now trying to be in the 'BANSLINK'-networking system to set up a resource sharing venture along with the academic and special libraries centering BANSDOC as the local point. Dhaka University library has become the harbinger in setting an exclusive networking system among the university libraries in Bangladesh. It has customized EOSI-GLASS, an on-line system of information services and a unique set-up of resource sharing activities.

3.5.4 Development of Community Based Libraries

Libraries are the mirrors of every civilization, because the civil norms are simply the reflection of knowledge, extracted from many sources of information being disseminated in its different branches through the libraries. Community Based Libraries are not only the sources of secondary information of different disciplines but also the mirrors of cultural and social activities. Public libraries are mainly of this type.

Figure 3.3
Classification of community based libraries developed in Bangladesh



In Bangladesh, most of them public libraries, currently owned by the government. Mosque library system was mainly an initiative of the Islamic Foundation of Bangladesh in which many of the mosques have got huge number of Islamic books each.

This sort of libraries have no wide-spaced building facilities, but an extra small room additional to the mosque building. There is no official system of library management in those annex rooms.

The caretaker of the mosque usually looks after the book-stock and keeps the record of the readers in general. Some of these small libraries are also the contribution of local Muslim elites and the affluent people of respective areas.

Some church based libraries have also grown in Bangladesh. They are basically developed by the Catholic missionaries. These libraries are also very small and no scientific system of services is followed there. Both Mosque and church libraries have got the Characterization of respective religious expansion.

Some small have been established in the Mufassil areas of Bangladesh. They are hamlet- based, and have grown by the donation of local people. These are also small in number. The establishment of Public Libraries is the cultural follow-up of western teachings. There had been no institutional shape of these libraries before the Europeans came to this country.

"The first four Public Libraries were established in 1854 in the erstwhile four district head quarters. They were Woodburn Public Library at Bogra, Jessore Public Library, Barisal Public Library and Rangpur Public Library (Sayeed: 1968)"

The chronological arrangement is given in the following tabular form which will enrich our knowledge about the historical growth of Public Libraries in Bangladesh.

Table 3.7
Historical Growth of Public Libraries in Bangladesh

Sl. No	Name of the Libraries	Year of Establishment	Founded/developed by
1.	Woodburn Public Library	1854	District Magistrate of Bogra
2.	Jessore Public Library	1854	R.C Reeks, the Collector
3.	Barisal Public Library	1854	Kemp, ICS, District Magistrate
4.	Rangpur Public Library	1854	Founder could not be known developed by J.N. Gupta ICS, District Magistrate.
5.	North Brook Hall Library	1882	Dhaka District Administration
6.	Rajshahi Public Library	1884	Zamindars of Natore, Dighaparia and Kashimpur
7.	Kumilla Public Library	1885	Bir Chandra Manikya Bahadur Maharaj of Tripura
8.	Pabna Public Library	1890	Ananda Govinda Chowdhury
9.	Noakhali Public Library	1897	District Administration
10.	Chittagong Municipal Library	1904	Developed by Nur Ahmed, the erst while Chairman of the Municipal Committee
11.	Cox's Bazar Public Institute and Library	1906	Local Officials
12.	Public Library at Lohagora, Narail (Jessore)	1907	Mahendra Nath Sarker MA. PhD
13.	The Ram Mohan Public Library at Patuatuly, Dhaka.	1907	Rai Shaheb Ratnamoni Gupta (President of Dhaka Brahma Samaj)
14.	Harendralal Public Library, Munshigonj	1908	B.C Allen, ICS District Magistrate of Dhaka
15.	Alimdad Public Library (now acquired by Kishoregonj Public Library)	1909	Dewan Alimdad Khan
16.	Rammala Library and Museums	1912	Mahesh Chandra Bhattacharya
17.	Woodhead Public Library at Rajbari	1914	Krishna Chandra Majumder
18.	Abul Hossain Memorial Public Library at Chuadanga	1914	Krishna Chandra Majumder
19.	Senhati Public Library in Khulna	1914	Krishna Chandra Majumder
20.	Coronation Public Library, Gopalganj (now Nazrul Public Library)	1920	Local elites
21.	Nilphamari Public Library	1925	Local elites
22.	Municipal public Library Narayanganj	1929	Narayanganj Municipality

23.	Khawja Nazimuddin Muslim Hall & Library	1931	Badiuzzaman and Alhaz Hemayet A.I.
24.	Library of the Sylhet Literary Society	1935	A group of literary minded people
25.	Library of Sylhet Central Muslim Sahitya Sansad	1936	The Sansad

Source: Data, provided in the table, are explored from the book "Public Libraries in East Pakistan-Yesterday and Today" by M.A Sayeed.

"Besides, a good number of libraries were started in the 40s and early 60s. (Sayeed: 1968)"

These public libraries grew mainly in the erstwhile subdivision towns and gradually became inevitable to the local elites to set up more at every nook and corner in the mufassil areas. Bangladesh Central Public Library (the then EPCPL) was founded in 1953 in Dhaka in view of setting up the public library system in the province.

Though it started in 1953, it was not open to the general users due to its construction processing. Finally, the commissioning took place in March, 1958. The District Public Libraries were then included in the system as the associated parts of the Provincial Public Library System.

3.5.5 Institution Based Libraries in Bangladesh

This type of libraries is in the category of special information centers. Although, they are based on different institutions but they are the pioneers in the field of modern information services rendered in various type of institutions. Electronic sources of the use of information are the common feature in these special libraries.

In view of the changing attitudes of information users in getting specific information, a number of libraries and information centers of the country have taken initiative to establish a proper system for providing desired information to their users by using automation facilities. (Mannan: 1998)

Modernization of information services is running along with the fast-growing globalization process. Bangladesh is already on a good effort through the special the special libraries most of which have started automation, resource sharing, networking and on-line-services. The institution based libraries prime services are to concern the relevance of the respective institutions. The chronological growth of modern information centers is given is the following table.

Table 3.8
Modern Information Centres

Name of the Information Centers	Location	Year of establishment
1. USIS Library	Dhaka	1951
2. The British Council Library	Dhaka	1952
3. Bangladesh Atomic Energy Commission (BAEC) Library	Dhaka	1964
4. BANSDOC Library	Dhaka	1972
5. BIDS Library and Documentation Centre	Dhaka	1974
6. National Health Library and Documentation Centre	Dhaka	1974
7. BIRDEM Library	Dhaka	1975
8. ICDDR Diarrhoeal Information Services Centre (DISC)	Dhaka	1978
9. CIRDAP Library	Dhaka	1979
10. Community Development Library	Dhaka	1980
11. Agricultural Information Centre (AIC)	Dhaka	1988

Source: Researcher's current investigation

Table 3.9
IT Facilities in the Libraries

Name of the information	Year of IT Installation	Availability of CDS	Online services
BANSDOC	1985	NA	YES
BAEC Library	1997	NA	NA
DIDS Library	1995	YES	YES
CIRDAP Library	1979	YES	YES
Community Development Library	1989	YES	YES
AIC	1989	YES	YES
SAARC Agricultural Information centre (SAIC)	1991	YES	YES
DISC (ICDDR, B)	1985	YES	YES
NHL DOC	1990	YES	NA
BIRDEM	1990	YES	YES
NIPORT library	1994	YES	NA

Source: Automation Trends in Special libraries of Bangladesh: Some Observations and Future Directions" by Saiful Alam, published in the Bangladesh Journal of Library and Information Science (December, 1998).

3.6.1 United states Information Services (USIS) Library

The USIS library is the first-established library in Bangladesh where information services are treated as a hospitality of the library professionals. It has been offering instant services to its users since 1951 in Dhaka. It is one of the most modern information centers in Bangladesh. All the electronic equipments of modern high-speed satellite communication and on-line web networking information services are customized here.

3.6.2 The British Council Library:

It is another most-modern information center, has been working since 1952 in Bangladesh. It has a collection of all types of information sources; books, audio and video cassettes, CDs,

softcopy and hardcopy of many documents and all other traditional tools of information services. It is the unique center in

Bangladesh where an exclusive library software 'LIBSYS' is customized in its speedy and instant information services. Besides, the British Council Library has been playing the key-role in promoting the trend of school library system in Bangladesh through its different promotional programs. It is also the unique resource-center for the English medium students and teachers in Bangladesh.

3.6.3 Bangladesh Atomic Energy commission (BAEC) Library

This library was founded in 1964 in Dhaka, but unfortunately it could not be developed keeping pace with the development of IT. Because of its importance, Its has been categorized in the 'A' while in terms of information services, it goes to 'B' in category. It installed computers in 1998 and still it does not have any CD-ROM searching facilities.

3.6.4 BANSDOC Library

PANSDOC of 1962 became BANSDOC in 1972 and started its activities of information services in view of scientific development of Bangladesh, its recently established system is BANSLINK, the information networking system among the scientific libraries in the country.

BANSDOC is the apex body in BANSLINK While other 15 libraries (primarily) including BUET and DU libraries are the component Members in the system. It incepted its

Computerization in 1985 and has got CD-ROM Searching facilities and all the electronic Communication system. ``It has also been functioning as the national focal pint of many regional and international scientific and technological information systems in the world including SAARC Documentation center (SDC) established in New Delhi India. (Hanif: 1998)

3.6.5 BIDS Library and Documentation Center

Bangladesh institute of Development studies (BIDS) is the largest national institute in the field of development economics working since 1974. All the concerned records are documented in its library on data-bases. Publication in hard copies both in books and journals are also arranged here to provide the users with information instantly. It has CD-ROM searching facilities along with internet services for the users. This library is the national focal point of a regional network namely Development of Information Network in South Asia (DEVINSA); It publishes DEVINSA abstract, covering book and articles on development.

3.6.6 National Health Library and Documentation Center (NHLDOC)

This library is a modern information center working in the health 18 Hnif Uddin, "Library Automation: A study" of the Aic, BANSDOC and the national libraries of Bangladesh" Bangladesh Journal of library and information science vol. 1, No-1 (December, 1998) PP 65-75) science fields as a development partner of this science in Bangladesh. This center being established n 1974 installed computers for better information system in 1990. A system network for health information among

medical libraries in Bangladesh has already been mastered by NHLDOC. It is the focal point of the system which is customized as HELLIS (Health Literature Library and Information Service). This network is yet to be on-line system. CD-ROOM searching facilities are there and recently, internet has been facilitated to the users of this information center.

3.6.7 BIRDEM Library

This library has recently customized CD-ROM searching facility and has set up a data base system namely CDS/ISIS. It is a member of two networking systems namely POPIN and MEDLIN.

3.6.8 Diarrhoeal Information Service (DISC)

DISC, The information service wing of ICDDR,B has been giving very effective information services since 1978. Of all other, except USIS and British Council libraries, DISC is the pioneer in Bangladesh in installing computers as the sources of information services. The researchers of ICDDR, B now avail of the free internet searching facilities from here. A very efficient unit, comprising of library professionals, works here to publish ICDDR, B reports and journals. Both uses the databases CDS/ISSIS and Inmagic.

3.6.9 Center for Integrated Rural Development in Asia and Pacific (CIRDAP) Library:

The library being cently computerized in its services maintain two databases; for publications and for news clippings. It is equipped with on-line facilities having its own web-page. Besides, CD-ROM searching facility is a common feature of network namely, Information Network on Rural Development (INRD).

3.6.10 Community Development Library (CDL)

This library is mainly the information services based NGO, involved in developing the rural information systems. It has been working since 1980. Computerization in CDL took place in 1989 and since then, it has been keeping pace with the IT developments year by year. Besides, along with CD-ROM searching and on-line services, it has a very rich audio-visual section. CDL offers on-line browsing facility on payment. This library has pioneered in offering on-payment browsing system to the users among the modern information centers of Bangladesh.

3.6.11 Agricultural Information Center (AIC)

This library has grown in a different manner. Though it is completely based on computerized database system, it has used Universal Decimal Classification (UDC) Scheme for classifying library materials. Keeping, CDS/ISIS as the prime software, it has programmed databases on; AIC holdings, national agricultural systems, periodicals available in the AIC, newspaper articles published in the major newspapers of Bangladesh and on the periodical collections of NARS institute libraries. It is now on the way of webbing a network as the national focal point of all the agricultural research institute libraries in the country.

SAARC elaborated with the AIC as an annexure and formed SAARC Agricultural Information Center (SAIC). It provides the users with the on-line Facilities and its own home page named 'AGPER'.

3.7 The other library and information centers, developed in Bangladesh, are shown in the tabular form below

Table 3.10
Other Libraries

Name of Information Center	Data Base
Ahsanullah Science & Technology University, Dhaka	NA
An O Shalish Kenda Library, Dhaka	CDS/ISIS
Army Central Library, Dhaka Cantt.	Fox BASE
BANBEIS Library, Dhaka	CDS/ISIS
Bangladesh Forest Research Institute Library Dhaka	CDS/ISIS
Bangladesh Parliament Library	CDS/ISIS
Barendra, Museum Library, Rajshahi	NA
BARI Library, Gazipur	NA
BELA Library, Dhaka	CDS/ISIS
BIISS Library, Dhaka	CDS/ISIS
BMDC (now BIM) Library, Dhaka	CDS/ISIS
BRAC Library, Dhaka	CDS/ISIS
BSCIC Library, Dhaka	CDS/ISIS
CIDA Library, Dhaka	NA
Dhaka, chamber of Commerce and Industry Library	CDS/ISIS
East-West University Library, Dhaka	CDS/ISIS
ERD Library and Documentation Centre, Dhaka	CDS/ISIS
Export Promotion Bureau library, Dhaka	NA
IBA Library, Dhaka University	CDS/ISIS
IIT Library, Gazipur, Dhaka	CDS/ISIS
Independent University Library, Dhaka	CDS/ISIS
IUBAT Library, Dhaka	NA
Library Association of Bangladesh (Journal of Library Association of Bangladesh) Library, Dhaka	CDS/ISIS
NGO Forum Library, Dhaka	CDS/ISIS
NIPORT Library, Dhaka	
North South University Library, Dhaka	CDS/ISIS
RDRS Library, Dhaka	CDS/ISIS
Social Marketing Company Library	CDS/ISIS
The Population Council Library, Dhaka	CDS/ISIS
The World Bank Library, Dhaka	Dbase
UNICEF Bangladesh Library, Dhaka	Data Trek
Voluntary Health Services Society Resources Center, Dhaka.	CDS/ISIS

Source: Bangladesh Journal of Library and Information Science (December 1998) and the current investigation of the researcher.

3.8 Development of National Library System in Bangladesh

The national library system is a country's core system of information services in the different branches of knowledge. Since 1972, the national library system has developed in four wings in Bangladesh. They are, Chronologically, BANSDOC (1972) NHLDOC (1974), National Library (in general-1975) and AIC (1988).

Although BANSDOC, NHLDOC and AIC are basically the representatives of the national library system of Bangladesh, but this researcher has found that they are the institution based information centers only due to their characterization.

Hence, in terms of its general coverage of national information services, the national library now leads the central services being located in Dhaka. The 2nd Five Year Plan approved the construction project of the national library building, now at Agargaon in Dhaka. This new building was commissioned in 1985. It is under Ministry of Cultural Affairs, GOB, and a Director in the Rank of Joint Secretary heads it while the directorate comprises of national library and national archives of Bangladesh.

This library mainly renders national bibliographical services, research services, reader-services, international loan services and international book exchange services. Besides, "the library is responsible mainly for the collection and conservation of the whole of the country's book production and all other printed materials concerning the Country, no matter where they are

published, for the benefit of the people of the country in general and for future generation in particular (Hanif: 1998)

Despite the national core system of information services, it has not developed to the extent of IT facilities and satellite networking area as a whole in Bangladesh.

3.9 Observations

Library and information System and Services have developed in Bangladesh pointedly over the last thirty years but most of these are simply growing of building-houses and pile of book materials. The vital need for the development of libraries in the schools and colleges and in the parallel academies has not been fulfilled in terms of the demand of fast growing IT Age. As a result, most of the students in Bangladesh do not feel for the necessity of using Libraries as their supportive centers to obtain information in the different fields of their interests.

Development of services has not taken place in most of the libraries in this Country, because they do not have electronic services including IT and networking systems for better services. It is observed that almost all the modern information centers have grown in Dhaka which is not at all congenial to the general library users in rest of the places in Bangladesh.

Colleges where under graduation and graduation courses are administered do not have standard libraries. Modern information system and services are simply the dream over those colleges.

Public Libraries in all the towns are very shabby and having old system of information services. Even, at the advent of this twenty first century, they do not have the use of electronic tools as well as databases to extend instant services to the users.

Most of the institution based information centers have achieved some developments in the instant information services and IT facilities while the university libraries are trying to settle a Resource Sharing and Networking System (RSNS) among them. Dhaka University library in the mean time, has stepped forward customizing 'EOSI-CLASS' in view of becoming the apex body in a RSNS venture.

3.10 Conclusion

The elaborate description of the development of library and information in Bangladesh needs thousands of pages. However, an effort of pointed investigation has been exerted to produce the developments and the setbacks of information services in this chapter. Due to the fast-growing information services and changing character of information centers, this researcher has classified the libraries of Bangladesh in four categories. Special Library system has been categorized into mainly University Library and Institution Based Library. Systems in this research work. This marching of special library system is quite pragmatic and also convenient for further research and development activities. The matter and information provided in this chapter, are pointed to the extent of accuracy and can be helpful as the necessary information for any further research work in this regard.

Chapter 4

Existing Status of Information System and Services in Teachers' Training College Libraries

4.1 Introduction

Many of the colleges teaching higher secondary and under graduation level in Bangladesh are tremendously considered as the producers of thousands of versatile genius chapters of the history. Wise class of the citizens can call these colleges 'knowledge factory'. College is like a swing board. People come here in order to cling to the next trend of life in quest of betterment. Their professional journey starts from here.

Teachers' Training Colleges are a few steps ahead. These institutions produce good teachers who are in fact the artisans of creating the components of better citizens. The secondary level teachers, trained/produced from here, are virtually the sculptors of human civilization for making a talented nation in the future days.

The programs administered in these colleges are B Ed (pass), B Ed (honors) and M.Ed. M Ed program is not administered in all these colleges. Only six of the Government TT Colleges (GTTCs) and one of the Private TT Colleges (PTTCs) are in Bangladesh administering the Masters of Education (M Ed) program. Among these colleges, B Ed (honors) program is administered in Dhaka Govt TT College only.

It is inevitable to consider the role of secondary teachers in a particular dimension, as this chapter of the society is directly linked with grass-root people as well as the upper class. They are the bridge between these two classes for their students who come to the same classroom from different quarter of the society.

This researcher, thus, worked very carefully to take out the precise scenario of the libraries belonging to these colleges.

4.2 Significance

It is very important that they should be well aware of how to use libraries better and how the communities of villages and towns can develop using effective information services through their academic libraries. Bangladesh being a country of poor economy still awaits a breakthrough that partly depends on the achievement of becoming an educated nation.

The libraries and their effective use, both are important in playing the pivotal role in this regard. Libraries of teachers' training colleges are immensely significant. These centers are required for both providing support with information or book-materials and teaching how a library can be used as a learning center of the community and area. Here lies the significance of studying about the existing status of the teachers' training college libraries in Bangladesh.

4.3 The Teachers' Training College Libraries

Teachers Training College Libraries mean the library/information center located in the TT College campuses and absolutely serve the students, trainee teachers and faculty members and other interested users from the college or from outside on condition.

However, it is a common concept that there will be a library in every educational institution, but it is to see whether the library is truly an information center.

At present, there are fourteen (14) TT Colleges belonging to the government and eighty-nine (89) other TT Colleges belonging to the private sectors. Both of the categories run the pedagogic programs under the academic supervision of National University of Bangladesh. The 14 GTTC libraries run little more functioning than those of private ones do.

4.4 Growth and Development of TTC Libraries in Bangladesh

It is observed that there are four (4) types of colleges that provide with teacher education. They are namely Teachers' Training Colleges, Technical Teachers' Training Colleges, Special Teachers' Training colleges and Madrassa Teachers' Training institute. This study deals with only the libraries of teacher education pertinent to secondary education, i.e. general education. That is why; exclusively the subject of investigation is the TT College Libraries in Bangladesh.

4.4.1 Government TTC (GTTC) Libraries: Growth

The birth of GTTCs and their libraries took place almost together. The growth of these libraries exactly started in the erstwhile East Bengal in 1909. This year is the milestone for starting education for secondary level teachers in this country. Before shifting the Dhaka TTC to its present location, it was in the old part of the city. Armanitola is the place where a small room of main Education Training School was improvised as its library.

The on-field investigation, studying very old torn files, has found that to mean a library, they had three (03) almirahs, a table for the library-in-charge and two hundred and seventy (270) books given by the then Bengal Education Department and the principal Mr Evan E. Biss himself. There was no appointment particularly for the library. Teaching staff were deployed for some tenure basis to look after the library room. This was how the TTC library grew in a sense.

It was not possible to get the old files and registers in the other TTC libraries. It is assumed that none of the libraries-in-charge could maintain their library records accordingly. To find out its reason, this investigator has found, almost all of them were non-professional and thus did not understand the significance of the library records, their chronological sequences etc.

The following table shows the establishment of these libraries in Bangladesh.

Table 4.1
Growth of Government TT College libraries

Sl. No.	Name of Library	Year of Establishment of the TT College	Year of Establishment Of the Library
1	Dhaka Teachers' Training College Library	1909	1909
2	Teachers' Training College (male) Mymensingh	1948	1948
3	Teachers' Training college (female) Mymensing	1952	1952
4	Teachers' Training college Rajshahi	1956	1956
5	Teachers' Training college Chittagong	1967	1967
6	Teachers' Training College Comilla	1962	1962
7	Teachers' Training college Feni	1977	1977
8	Teachers' Training College Jessore	1977	1977
9	Teachers' Training College Barisal	1999	1999
10	Teachers Training College Sylhet	1977	1977
11	Teachers Training College Khulna	1970	1970
12	Teachers' Training College Rangpur	1977	1977
13	Teachers' Training College Pabna	2003	2003
14	Teachers' Training College Faridpur	2005	2005

Source: This Researcher's Survey

In the above table, the years of establishment of these TT Colleges and the years of establishment of their libraries are shown same, as the study has found that the libraries were established in the same year for all of them.

4.4.2 Growth and Development of Private TT College Libraries in Bangladesh

The private TT Colleges grew in Bangladesh at the advent of 90s. The first college of this type is Khan Bahadur Ahsanullah Teachers' training College, which was established in 1992 getting enrolled under the academic curriculum of Dhaka University. Later in 1993, this college got enrolled under National University

of Bangladesh, as Dhaka University switched over all its supervising colleges into the jurisdiction of National University. However, all other 88 PTTCs grew in a sense of mushroom growth over the last 15 years in Bangladesh.

In the case of establishing their libraries, it is very unfortunate that all of them have done almost the same job. Somehow, they were able to make pass their authorization of college without a full-fledged library in their compound.

The only private teachers' training college that opened M Ed in 1996 and no other college of this kind has been able to do so is Khan Bahadur Ahsanullah TT College. Visiting even this college, this investigator got highly disappointed. There is a room for library where only one lady Librarian cum Accounts Officer is working with some other official commitments. This is the growth scenario of PTTC libraries.

The other libraries of this kind do not have any particular exposure to show as a TTC library.

4.4.3 Status of Development Scenario

However, to search out the prevailing information system and services and to know about the development of their status, the selected GTTC and PTTC libraries have been taken into consideration to see how they maintain everything.

4.4.3.1 Average Item-wise Collections

The average number of books and reports in the GTTC libraries, as shown in the tables below is textbooks 6040, reports 200, reference books 858.43, and rare collection 1010. The same for the PTTC libraries is textbooks 3297.5, reports 7.67, reference books 54.60, and no rare collections are there.

Table 4.2
Item Wise Collections
Mean Value

Type of College	Textbooks	Reports	Reference Books	Rare collection
Government	6070.00	200.00	858.43	1010.00
Private	3297.50	7.67	54.60	-
Total	4439.12	26.90	385.59	1010.00

Source: This Researcher's Survey

Table 4.3
Item wise collections
Mean Value

Type of College	Research Papers	Journals (inland)	Journals (foreign)	Newspaper
Government	133.33	120.80	50.00	1.60
Private	3.00	39.20	37.43	6.13
Total	81.20	66.40	39.00	4.38

Source: This Researcher's Survey

Table 4.4
Item wise collections
Mean Value

Type of College	In-house Publications	Bound books/Journals	Others
Government	10.50		1896.25
Private	1.00	117.00	6.00
Total	5.75	117.00	1518.20

Source: This Researcher's Survey

4.4.3.2 Heads of Expenditure the Libraries Have Spent During the Last Five Years

The GTTC libraries have been found to make the expenditure in purchasing of books, subscription of journals, and other heads over the last five years. The table below shows figures of data against the variables under their indicators. One necessary piece of information is the PTTCs authoritative decision to make a tremendous materialization of purchasing IT /ICT items for their libraries. This was not possible for any GTTC libraries due to system of government and thus the administrative barriers imposed upon them. The trend of yearly procurement is upward. It is nearly 2.5 times increase over the period of five years.

Table 4.5
Heads of Expenditure
Mean Value

Category	Heads	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Government	Purchase books	28991.50	29750.00	16666.67	12000.00	12666.67
	Subscription of journals	5000.00	2000.00	-	-	-
	Others	3600.00	4200.00	3200.00	4250.00	2800.00
	Total	20761.00	18485.71	13300.00	7571.43	10200.00
Private	Purchase of books	18709.43	18000.00	7833.33	10166.67	10166.67
	Subscription of journals	1250.00	1600.00	3200.00	2200.00	1000.00
	Automation/ computerization	-	-	5000.00	-	-
	Purchasing equipment/ICT infrastructure	-	5000.00	-	8000.00	-
	Others	3600.00	3400.00	2300.00	4000.00	2400.00
	Total	11630.50	9569.23	4825.00	6133.33	5816.67
Total	Purchase books	22448.36	22700.00	10777.78	10777.78	11000.00
	Subscription of journals	2000.00	1666.67	3200.00	2200.00	1000.00
	Automation/ computerization	-	-	5000.00	-	-
	Purchasing equipment/ICT infrastructure	-	5000.00	-	8000.00	-
	Others	3600.00	3933.33	2480.00	4142.86	2533.33
	Total	14674.00	12690.00	6520.00	6590.91	6912.50

Source: This Researcher's Survey

4.4.3.3 Administrative Body of the Libraries

The administrative body of the libraries is not the same in all the TTC libraries. Rather it varies from library to library. There is no hard and fast rule set to be equal in all of these libraries. It is found that it depends on the decision of local TT college administration. At present, the library committee is managing 40% libraries of GTTC and 30% of the PTTC. The 60% GTTC libraries are administered by the parent body's local administration. The table below shows this feature.

Table 4.6
Administrative body of Library

Administrative Authority	Type of College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Library Committee	4	40.0	3	30.0	7	35.0
Administration of the Parent Organization	6	60.0	7	70.0	13	65.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

4.4.3.4 Active Participation of the Librarian in the Administrative Body

Average 55% librarians of these libraries in Bangladesh have their active participation in the administrative bodies of their concerned libraries. This is significantly a miserable condition, The cent percent librarians should be active part of the library that he/she serves.

Table 4.7
Librarian's Active Participation in Admin Body

	Type of College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Yes	5	50.0	6	60.0	11	55.0
No	5	50.0	4	40.0	9	45.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

4.4.3.5 Level of Tasks Where Librarian has Active Participation

These librarians actively take part in their committees or in their local administrative bodies. The tasks are comprised of three variables. They are book selection (85% of them attend), Library purchase and other acquisition work (55%) and in essential maintenance, 65% of them get the opportunity to work.

Table 4.8
Librarian's Active Participation in Committees

	Type of College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Book selection	8	80.0	9	90.0	17	85.0
Library Purchase and other acquisition work	4	40.0	7	70.0	11	55.0
Essential maintenance	6	60.0	7	70.0	13	65.0
Others	1	10.0			1	5.0

Source: This Researcher's Survey

4.4.3.6 Other Features Indicating the Existing Status of TTC Libraries Are Given in the Tabular Data Forms Below

Major sources of income in a fiscal year, revenue received from different sources over the four years' period, current budget sufficiency to meet the emerging needs, fund raising programs

and activities for the libraries, possible aspects of raising their funds, location of library and its functioning space, average space used by the library, categorized allotted space, Condition of library building, application status of ICT in the library and major sources of knowledge being used by the librarians, etc are the indicators of features. These are the study outcome of this investigator.

Table 4.9
Major Sources of Income of the Library during
Fiscal Year 2006-2007
Mean Value

Type of College	Annual budget of the parent body	Govt. grant	Donation	Fees
Government	2500.00	10000.00	-	2490.00
Private	10400.00	-	-	450.00
Total	6450.00	5000.00	-	1470.00

Source: This Researcher's Survey

Table 4.10
Revenue Received from Different Sources during the Last Four
Fiscal Years
Mean Value

Type of College	2005-06	2004-05	2003-04	2002-03
Government	18000.00	5000.00	5000.00	3800.00
Private	17000.00	7400.00	8900.00	6700.00
Total	17500.00	6200.00	6950.00	5250.00

Source: This Researcher's Survey

Table 4.11
Current Budget Sufficiency to Meet Emerging Needs

	Type of College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Yes	1	10.0	1	10.0	2	10.0
No	9	90.0	9	90.0	18	90.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

Table 4.12
Program to Raise Fund for the Library

	Type of College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Yes	6	60.0	1	10.0	7	35.0
No	4	40.0	9	90.0	13	65.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

Table 4.13
Fund Raising Activities

	Type of College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Membership subscription	2	33.3	1	100.0	3	42.9
Others	4	66.7			4	57.1

Source: This Researcher's Survey

Table 4.14
Possible Aspects of Fund Raising Activities

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Internet browsing fee	1	14.3	1	33.3	2	20.0
Photocopy and reprographic charges	1	14.3	1	33.3	2	20.0
Not yet set	5	71.4	1	33.3	6	60.0

Source: This Researcher's Survey

Table 4.15
Location of Library-Functioning Space

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Its own separate building	1	10.0			1	5.0
Within the main building	9	90.0	10	100.0	19	95.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

Table 4.16
Average Space Used by the Library

Type of TTC	Sqft.
Government	1928.57
Private	571.00
Average Total	1130.00

Source: This Researcher's Survey

Table 4.17
Categorized Allotted Space in Sq ft
Mean Value

Type of College	Reading Room	Reference section	Stack area	Technical processing
Government	1085.14	331.43	1293.29	102.14
Private	406.00	75.00	30.00	45.00
Total	685.65	180.59	550.18	68.53

Source: This Researcher's Survey

Table 4.18
Whether the Library Building Air Conditioned

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
No	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

Table 4.19
Whether Aware of IT/ICT Application Software applied in Libraries

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Yes	8	80.0	5	50.0	13	65.0
No	2	20.0	5	50.0	7	35.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

Table 4.20
Major Sources of Knowledge Relating to the Issues of IT/ICT

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Institutional education	3	37.5	2	40.0	5	38.5
Specialized training/workshop	4	50.0	2	40.0	6	46.2
Self learning	6	75.0	4	80.0	10	76.9
Newspaper or Magazine	3	37.5			3	23.1
Internet	1	12.5	1	20.0	2	15.4
Colleague or Friends	2	25.0	4	80.0	6	46.2
Personal contact with ICT professional	5	62.5			5	38.5

Source: This Researcher's Survey

4.5 Conclusion

Librarians of Bangladesh, especially in Bangladesh cannot live in the past, especially the TTC Librarians are required to be most updated with global trends of the discipline. It is a must for them to look to the future and anticipate what another decade may bring. Modern TTC libraries have to be managed according to modern practices, considering TTCs' educational mission and the current economic climate. Libraries are still regarded as a reading center simply by many people. It is important for these libraries to justify their existence in modern way of teaching-learning environment. If the TTC librarians take the future of their services seriously then they will plan for it, allowing for current trends and predicting future trends that will affect their services.

Libraries have similar problems to other businesses, and library managers, like managers in college administration, have often failed to realize the importance of strategic planning until a crisis situation strikes. Libraries do not exist unchanging and independent from the rest of the world; the library environment does change and it is better to deal with something planned for, rather than having something suddenly thrust upon the library. The TTC Librarians should plan for automation, for example, and be prepared for it, rather than have the staffs walked through the door to find a new computer which none of them knows how to operate.

Chapter 5

Findings of the Survey

5.1 Introduction

This researcher perceives that field survey is the principal mechanism to find out any socio-economic research. Study on Library and Information Science, especially any sort of development-oriented research in this field, is conducted through both primary and secondary sources of information. Primary sources incorporate both surveys through questionnaires and direct interview of the concerned personnel. After a researcher does this job, data analyses give an output that focuses a real picture of the studied field.

Analysis of data sums up the findings and answers to the questions for which research was conducted (Raj, 2002: 33-34). Wilkinson and Bhandarkar (1991: 283) have referred Johan Galtung quoting analysis of data as, "It refers to seeing the data in the light of hypotheses or research questions and prevailing theories and drawing conclusions that are as amenable to theory formation as possible".

This investigation has adopted Johan Galtung's oblique reference, i.e. 'or research questions and prevailing theories' to find out the exact scenario of the libraries of TTCs in Bangladesh and thereby to put forward deliberated recommendations having perceived what to require for a modern information center of a TTC out of the data analyses of two separate questionnaires and on-field observations.

The two questionnaires were based on institutional profile responded by the librarian, and user profile responded by the users of the concerned library. This investigator has sharply made the hypothetical recommendations in the conclusive chapter of this dissertation based on findings and observations of the survey. Findings of this survey research are presented in the following paragraphs with tables and figures where necessary.

5.2 Institutional Profile & Situation Analysis of the TTC Libraries

The questionnaire of this category contains 78 types of data under 09 broad headings. All of the 78 were not answerable, rather 37 types were skip able having substitute choices to respond. The libraries, belonging to government TTCs and private TTCs under this survey, are mentioned in the table below.

Table 5.1
Name of the Library/Information Center Studied

Government	Government SARS Teachers Training College Library, Barisal
	Government Teachers Training College Library, Pabna
	Government Teachers Training College Library(W), Mymensingh
	Government Teachers Training College Library, Jessore
	Government Teachers Training College Library, Comilla
	Government Teachers Training College Library, Chittagong
	Government Teachers Training College Library, Rajshahi
	Government Teachers Training College Library, Feni
	Government Teachers Training College Library, Mymensingh
	Government Teachers Training College Library, Dhaka
Private	Rangpur Shikkhak Prashikkhan College Library
	Magura Teachers Training College Library, AG Academy, Magura
	Parbotipur B.Ed College Library, Dinajpur
	Mordan Teachers Training College Library, Dhaka
	Savar Teachers Training College Library, Dhaka
	Kurigram Teachers Training College Library
	Jalalabad Teachers Training College Library, Sylhet
	Ahsanullah Teachers Training College Library, Dhaka
	College of Development Studies Library, Dhaka
Ideal Teachers Training College Library, Dhaka	

Source: This Researcher's Survey

Cent percent (100%) librarians of the government owned TTC libraries have mentioned Ministry of Education (MoE) as their parent body while ninety percent (90%) of the librarians of private TTCs have referred the governing body of the college as their 'parent body' as shown here in the following table.

Table 5.2
Name of the Parent body

	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Ministry of Education	10	100.0			10	50.0
Governing Body			9	90.0	9	45.0
Dhaka Ahsania Mission			1	10.0	1	5.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

Nature of the surveyed libraries, as the investigation finds, is different in offering their services. The basis is how many courses are offered in which TTC. Though the surveyed libraries of GTTCs are 10, yet it is found that out of the fourteen (14) GTTCs, only Dhaka TTC administers B.Ed (Hons), B.Ed (Pass) and M.Ed programs, five (05) of them administer both B.Ed and M.Ed programs and the rest only B.Ed programs.

Table 5.3
Nature of the Surveyed Library

Nature of the Library	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
TT College Library for only B.Ed Program.	5	50.0	9	90.0	14	70.0
TT College Library for both B.Ed and M.Ed Programs	5	50.0	1	10.0	4	20.0
TT College Library for B.Ed, B.Ed(Hons) and M.Ed Programs	1	10.0	nil	-	nil	N/A
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.2.1 Collection in Library

The total number of collection comprises of textbooks, reports, reference books, rare collection, manuscripts, research papers, local and foreign journals, newspapers, news clippings, audio/video, micro forms, in-house publications and bound books/journals. The average collection found in the surveyed GTTC libraries is 10,472 (approximate) while the average figure for private ones is 6,757 (approximate). It implies that collection development of these libraries is highly required keeping pace with global necessity now.

Table 5.4
Average Number of Collection

Type of College	Number of collection
Government	10472.56
Private	3414.40
Average per College	6757.74

Source: This Researcher's Survey

5.2.2 Digital Collection

The academic libraries of modern phase are unthinkable without digital collection and services. However, among the surveyed GTTC libraries, only one (01) librarian has informed that they have a few digital collections with no use at all. According to direct observation, a few of them are still with the mid-age tradition, being ignorant of digitalization of libraries. However, ten percent (10%) of them have responded, shown in the table below.

Table 5.5
Digital Collection/Electronic Document:

	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Yes	1	10.0			1	5.0
No	9	90.0	10	100.0	19	95.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.3 Database Records

In this survey, the investigator categorized database records in full text, bibliographical records, e-books, e-journals, CD-ROM and others. In response to this, only one (01) librarian has informed that they have a collection of one hundred and fifty (150) full text records and thirteen (13) pieces CD-ROM. The TTC libraries are now far away from offering electronic systems of information preservation and support.

Table 5.6
Mean Value of Database Records

Type of College	Full text database with	CDROM
Government	150.00	13.00
Total	150.00	13.00

Source: This Researcher's Survey

5.4 Acquisition and Purchase

The question allows multiple choices of answers. Therefore, the choices for sources of acquisition were purchase, donation, exchange and internal publication. Of them, none of the respondents ticked 'exchange'. Cent percent (100%) of the

librarians of both the categories have mentioned 'purchase' as their source of acquisition. Eighty percent (80%) and sixty percent (60%) of the libraries get it from donation respectively. Ten percent (10%) of the GTTC libraries get it from their internal publication while none of the private TTC libraries do have their own sources.

Table 5.7
Sources of Acquisition

Sources	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Purchase	10	100.0	10	100.0	20	100.0
Donation	8	80.0	6	60.0	14	70.0
Internal publication	1	10.0	nil	nil	1	5.0

Source: This Researcher's Survey

5.4.1 Acquisition: Procedures in Selection of Publication

Answering with multiple choices, in selection for publication of acquisition, the GTTC Librarians have informed that 22.2% of them conduct user survey, 22.2% of them respond to the users' telephonic request or request slips. 88.9% get the selection done by library committee, 33.3% select from vendor's catalogue by the librarians, 44.4% of them respond to the request of their administration. In the case of private TTC libraries, the percentages are 11.1%, 66.7%, 66.7% and 66.7% respectively. The Librarian concerned can assess the need of requiring items for his / her library being he / she completed at least a diploma in Information Science and Library Management. Selection of library materials by the library committee or by college administration is merely a traditional system. This phenomenon has now become factual through this investigation.

Table 5.8
Procedures Adopted in Selection of Publication for Acquisition

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
User survey by the library-institution	2	22.2	1	11.1	3	16.7
Users request through telephone-written request-slip	2	22.2	6	66.7	8	44.4
Through meeting of the selection board- library committee	8	88.9	6	66.7	14	77.8
By the librarian as list supplied by the book vendors or from the publisher's catalog	3	33.3	nil	nil	3	16.7
As per the request of the administration of the parent body	4	44.4	6	66.7	10	55.6
Others	1	11.1			1	5.6

Source: This Researcher's Survey

Table 5.9
The Main Sources of Purchase of Library Materials

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Vendor	6	66.7	5	55.6	11	61.1
Publisher	2	22.2	1	11.1	3	16.7
Direct purchase from market by librarian	2	22.2			2	11.1
Administration from market place	2	22.2	5	55.6	7	38.9
Others	3	33.3	2	22.2	5	27.8

Source: This Researcher's Survey

5.5 Utility of Electronically Document Delivery (EDD) Services

In response to the question of usefulness of the electronic document in the TTC libraries, cent percent (100%) of the respondents have answered affirmatively. That means, all these libraries are in the need of electronic services in their transactions. The response percentage is shown in the table below.

Table 5.10
Utility of Electronic Document in the TTC libraries

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Yes	10	100.0	10	100.0	20	100.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.5.1 Reason Analysis in Percentage & The Views of Respondents

Ninety percent (90%) of the GTTC Librarians and cent percent (100%) of the PTTC Librarians have informed that electronic document is easier to use. Seventy and eighty percent (70% & 80%) of them respectively consider that the electronic document service is less expensive. Sixty percent (60%) of the GTTC Librarians and eighty percent (80%) of the PTTC Librarians consider it more convenient in caring and transmission to the users. Apart from bibliographic information, fifty and seventy (50% & 70%) of them respectively have reasoned that this kind of document delivery will be customized delivery service in deed. Among the GTTC Librarians, sixty percent (60%) opine that the compact storage of information is possible if this service is accustomed and fifty percent (50%) have ticked on EDD services, which will be introduced automatically through this. Seventy percent (70%) of the PTTC Librarians have reasoned affirmatively on possibility of compact storage and EDD services. It deduces that the Librarians of both the sectors eagerly want to see a development in systems and services in their libraries as a whole.

Table 5.11
Reasoning of Electronic Delivery System

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
More easy to use	9	90.0	10	100.0	19	95.0
Less expensive	7	70.0	8	80.0	15	75.0
Free download	5	50.0	8	80.0	13	65.0
More convenient in caring and transmission to users	6	60.0	8	80.0	14	70.0
Customized document delivery besides bibliographic information	5	50.0	7	70.0	12	60.0
Compact storage is possible	6	60.0	7	70.0	13	65.0
EDD services can be introduced	5	50.0	7	70.0	12	60.0

Source: This Researcher's Survey

5.6 Accession

Cent percent (100%) of the Librarians of both the sectors have affirmed that they use accession registers. In question of computerization, all of them have responded that they are doing it manually that are shown in the following tables. This investigator perceives that the global clerks are personal computers, but these Librarians are still jotting down their inputs manually.

Table 5.12
Maintaining of Accession Register

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Yes	10	100.0	10	100.0	20	100.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

Table 5.13
Table 68 Method of Accessioning

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Manual Register	10	100.0	10	100.0	20	100.0
Computerized Accessioning	nil	nil	nil	nil	nil	nil
Both Manual & Computerized Accessioning	nil	nil	nil	nil	nil	nil
Not Maintaining but Bibliographic Database	nil	nil	nil	nil	nil	nil

Source: This Researcher's Survey

5.7 Processing Status: Cataloguing and Classification

This investigator has found everything traditional in almost all the libraries during investigation. Nearly ninety percent (89.9%) of the Librarians of both the sectors have informed that they are using card catalogue that they prepare manually. The rest, i.e. 11.1% depend on the bibliographic database that they have collected it from somewhere a few years back. Ninety percent (90%) of the GTTC Librarians and forty percent (40%) of the PTTC Librarians maintain catalogues for library resources. It shows that sixty percent (60%) of the libraries of private TTCs do not maintain the cataloguing for their library resources. This status is significantly not up to the mark.

Table 5.14
Processing the Library Collection: Cataloguing

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Manual cataloging/card catalog	8	88.9	8	88.9	16	88.9
Not maintaining but bibliographic database	1	11.1	1	11.1	2	11.1

Source: This Researcher's Survey

Table 5.15

Percentage Level of Maintaining Catalog for Library Resources:

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Yes	9	90.0	4	40.0	13	65.0
No	1	10.0	6	60.0	7	35.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.7.1 Classification Scheme

The survey has found that the classification scheme is accustomed in ninety percent (90%) of the government owned TTC libraries and in twenty percent (20%) of the private TTC libraries. The condition of PTTC libraries is very poor.

Table 5.16

Practice of Classification Scheme:

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Yes	9	90.0	2	20.0	11	55.0
No	1	10.0	8	80.0	9	45.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

The following table shows that nine (09) out of ten (10) sample GTTC libraries are using the scheme of classification. Of these libraries, nearly seventy eight percent (77.8%) are using DDC 19th Edition and a little higher than twenty-two percent (22.2%) are using DDC 20th Edition. Two (02) out of ten (10) surveyed PTTC libraries have informed that the libraries are using DDC schemes. Eight (08) other do not use any scheme. Of these two users, one (01) library, i.e. fifty (50%) are using DDC 19th

Edition while the other is using DDC 20th Edition. The Librarians of the PTTCs informed this investigator that due to high price for a complete set of DDC, either 19th or 20th, the PTTC administration do not urge for such a purchase. It has happened, due to no routine supervision from Bangladesh National University time to time.

Table 5.17
Scheme Followed for Classification

	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
DDC 19th ED	7	77.8	1	50.0	8	72.7
DDC 20+ ED	2	22.2	1	50.0	3	27.3

Source: This Researcher's Survey

5.7.2 Tools for Arrangement of Books

The survey, through the table below, shows that sixty percent (60%) of the GTTC Librarians arrange books in their libraries using call numbers while only ten percent (10%) PTTC Librarians use the same. Ten percent (10%) GTTC Librarians and twenty percent (20%) PTTC Librarians arrange books in their libraries by using accession number. Twenty percent (20%) and fifty percent (50%) of the Librarians adopt other means in doing this job respectively. According to the survey, GTTC libraries are pursuing a minimum standard of scheme, but the PTTC libraries are not in the level of arrangement of books through classification and cataloguing. A big portion of them simply uses registers to make the entries of the books and book materials. It is a reflective problem to eye up the entire problems of the TTC libraries at a glance.

Table 5.18
Arrangement of books on the shelf

	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Call number	6	60.0	1	10.0	7	35.0
Accession number	1	10.0	2	20.0	3	15.0
List by almirah	1	10.0	2	20.0	3	15.0
Others	2	20.0	5	50.0	7	35.0

Source: This Researcher's Survey

5.8 Indexing Services

Indexing of documents is an important service offered in almost all the academic libraries. Twenty percent (20%) of the GTTC and PTTC libraries do not have indexing service. It means the major percentage, i.e. eighty percent (80%) of both are away from indexing services. Thus, it is figured out that the status of indexing service in the TTC libraries in Bangladesh is very poor.

Table 5.19
Indexing the documents [Prevailing or Not]

	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Yes	2	20.0	2	20.0	4	20.0
No	8	80.0	8	80.0	16	80.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.8.1 Reasoning to Unavailability of Indexing Services

There were multiple choices to respond why this service is not available. The table given below shows thirty percent (30%) of GTTC and seventy percent (70%) of PTTC libraries have quoted lack of expert work force is the reason behind unavailability of this service. Fifty percent (50%) and seventy percent (70%) of

them have reasoned insufficient fund respectively. Seventy percent (70%) of the GTTC Librarians and thirty percent (30%) of the PTTC Librarians have expressed that their users never ask for this kind of service. The investigator hereby presume, these Librarians have a common tendency to avoid own responsibility. Relating to this, this investigator perceives through the primary interview that the users could have searched for it, had there been the service offered by Librarians.

Table 5.20
Reasons for Unavailability of Indexing Services

	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Lack of expert work force	3	30.0	7	70.0	10	50.0
Insufficient fund	5	50.0	7	70.0	12	60.0
User never ask for such sort of services	7	70.0	3	30.0	10	50.0

Source: This Researcher's Survey

5.9 Abstracting Services

The surveyed data exposed in the table below illuminate that thirty percent (30%) of GTTC and twenty percent (20%) of PTTC libraries provide abstracting services. This is disappointing exposure for a standard academic library, especially the TTC libraries in Bangladesh.

Table 5.21
Abstracting Services [Prevailing or Not]

	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Yes	3	30.0	2	20.0	5	25.0
No	7	70.0	8	80.0	15	75.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.9.1 Reasoning to Unavailability of Abstracting Services

The same reasons have come out of the Librarians' concept. Forty percent (40%) of GTTC and eighty percent (80%) of PTTC Librarians have opined the lack of work force is liable for not having abstracting services in their libraries. Forty percent (40%) and seventy percent (70%) of them have indicated insufficient fund of the library respectively. Sixty percent (60%) of GTTC Librarians and twenty percent (20%) of PTTC Librarians have informed that the users never ask for this service. It is also presumed, users could have asked for abstracting service had the Librarian initiated it with a professional zeal. However, the abstracting services should accustom in the TTC libraries

Table 5.22
Reasons for Unavailability of Abstracting Services

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Lack of manpower	4	40.0	8	80.0	12	60.0
Insufficient fund	4	40.0	7	70.0	11	55.0
User never ask for such sort of services	6	60.0	2	20.0	8	40.0

Source: This Researcher's Survey

5.10 Problems for Absence of Indexing and Abstracting Services

If the TTC libraries are considered to be the core information centers in supporting to the pedagogic programs, it is needless to mention that the indexing and abstracting services should be

given much importance. However, through the survey, the table shows that eighty percent (80%) GTTC Librarians and ninety percent (90%) PTTC Librarians face problems in materializing these services. Seventy percent (70%) and ninety percent (90%) of the Librarians respectively plan to introduce indexing abstracting services in their libraries in the near future. Percentage tables are given below.

Table 5.23
Problems in the Absence of Indexing and Abstracting Services

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Yes	8	80.0	9	90.0	17	85.0
No	2	20.0	1	10.0	3	15.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

Table 5.24
Plan to Immediately Introduce Indexing and Abstracting Services

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Yes	7	70.0	9	90.0	16	80.0
No	3	30.0	1	10.0	4	20.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.11 Availability of Services Prevailing in the TTC Libraries

The following table shows the status of services now prevailing in the TTC libraries. These findings expose that none of the libraries serve interlibrary loan system, in-house database/CD-ROM searching, Electronic Document Delivery (EDD) service and internet or online searching facility. Cent percent of them offer reading room services. Ninety percent (90%) GTTC libraries and forty percent (40%) of the PTTC libraries offer reference services. That means, 60% PTTC libraries do not offer reference services which is significant to take into cognizance. Eighty percent (80%) of the GTTC libraries and sixty percent (60%) PTTC libraries offer circulation/loan services. Twenty percent (20%) of both the libraries offer bibliographical services. This implies that eighty percent (80%) of them do not offer these services. This is significant to take into consideration declaring the information services prevailing in these libraries are very poor. Ninety percent (90%) of them do not offer indexing and abstracting services, sixty percent (60%) of them do not offer Current Awareness System (CAS), seventy percent (70%) of them do not offer Selective Dissemination of Information (SDI) services and ninety percent (90%) do not have news clipping services. None of them offer any other service.

Table 5.25
Services Offered in the TTC Libraries

		Type of TTC				Total	
		Government		Private		No.	%
		No.	%	No.	%		
Reading room Services	Yes	10	100.0	10	100.0	20	100.0
	Total	10	100.0	10	100.0	20	100.0
Reference and /or information services	Yes	9	90.0	4	40.0	13	65.0
	No	1	10.0	6	60.0	7	35.0
	Total	10	100.0	10	100.0	20	100.0
Circulation/Loan system	Yes	8	80.0	6	60.0	14	70.0
	No	2	20.0	4	40.0	6	30.0
	Total	10	100.0	10	100.0	20	100.0
Interlibrary loan system	No	10	100.0	10	100.0	20	100.0
	Total	10	100.0	10	100.0	20	100.0
Bibliographical services	Yes	2	20.0	2	20.0	4	20.0
	No	8	80.0	8	80.0	16	80.0
	Total	10	100.0	10	100.0	20	100.0
Indexing and Abstracting services	Yes	1	10.0	1	10.0	2	10.0
	No	9	90.0	9	90.0	18	90.0
	Total	10	100.0	10	100.0	20	100.0
Current Awareness System (CAS)	Yes	4	40.0	4	40.0	8	40.0
	No	6	60.0	6	60.0	12	60.0
	Total	10	100.0	10	100.0	20	100.0
Selective Dissemination of Information (SDI)	Yes	3	30.0	3	30.0	6	30.0
	No	7	70.0	7	70.0	14	70.0
	Total	10	100.0	10	100.0	20	100.0
New clipping	Yes	1	10.0	1	10.0	2	10.0
	No	9	90.0	9	90.0	18	90.0
	Total	10	100.0	10	100.0	20	100.0
In-house database/CD-ROM searching	No	10	100.0	10	100.0	20	100.0
	Total	10	100.0	10	100.0	20	100.0
Electronic Document Delivery (EDD)	No	10	100.0	10	100.0	20	100.0
	Total	10	100.0	10	100.0	20	100.0
Internet and online browsing facilities	No	10	100.0	10	100.0	20	100.0
	Total	10	100.0	10	100.0	20	100.0
Others	No	10	100.0	10	100.0	20	100.0
	Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.12 Seating Capacity in these Libraries

The average seating capacity for reading and reference spaces in GTTC libraries are 37.50 sqft and 11.00 sqft respectively. The same in PTTC libraries are 24.10 sqft and 4.00 sqft respectively. These figures imply that these libraries do not have sufficient area of space to offer better services of information.

Table 5.26
Seating Arrangement in Square Feet (Mean)

Type of College	Reading room	Reference section
Government	37.50	11.00
Private	24.10	4.00
Total	30.80	7.50

Source: This Researcher's Survey

5.13 Status of Transaction of Books

Daily issuance in these libraries is not found sufficient. The average number of issuance in GTTC libraries is 52.80 and in PTTC libraries is 20.60. The average number of returning of books of the respective libraries stands on 21.90 and 14.60 everyday.

Table 5.27
Average Number of Volume Transaction Everyday

Type of TTC	Issue	Receive/Back
Government	52.80	21.90
Private	20.60	14.60
Total	36.70	18.25

Source: This Researcher's Survey

5.14 Indication of Current Awareness System (CAS)

Four (04) out of the studied ten (10) GTTC libraries and four (04) out of ten (10) PTTC libraries coincidentally responded that they

have a very limited CAS services that are common. All of them display their new arrival in the clip boards while one of each category send message on recent arrival of books / any other information resource to the respective academic councils after every two-weeks. The faculty members, being aware of arrival, inform their students about it in classrooms.

Table 5.28
Indication of CAS

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Display new arrival	4	100.0	4	80.0	8	100.0
Periodic (two weeks) message sent to the academic council on recent arrival	1	25.0	1	20.0	2	25.0

Source: This Researcher's Survey

5.15 Status of Service Records

Ninety percent (90%) of the GTTC libraries and seventy percent (70%) of the PTTC libraries maintain records of their services that they usually offer everyday.

Table 5.29
Maintaining Service Record in the Library

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Yes	9	90.0	7	70.0	16	80.0
No	1	10.0	3	30.0	4	20.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.16 Statistical State of Services Offered in a Period

The TTC libraries provide their users with information services in a number of limited categories. The survey also collected the

records of data. According to data given in the table..., the services offered in nine (9) of the GTTC libraries and seven (7) of the PTTC libraries during 1st week of February 2008 are calculated on their mean value shown in the table.... Below. Mean value of number of the users used the reading room is 147.25 and 109.67 respectively. The mean value of the number of reference questions answered is 38.00 and 40.00 respectively. For SDI these are 0.71 and 1.0 while for users of library catalogue, these are 22.75 and 20.50 respectively in the libraries of GTTCs and PTTCs. However, it implies that the users do not feel much interested to use even the prevailing services. The researcher assumes, it happens, because the TTC libraries do not attract its users, as they hardly feel pleasant in the libraries.

Table 5.30
Statistics of the Current Categories of Services Offered in the
TTC Libraries: Specimen collected in 1st Week of February 2008
(Mean Value)

Type of College	Number of users received the reading room services	Number of reference questions answered	SDI service provided	Number of users served with indexing services	Number of users used library catalog	Number of users that consult abstracts/asked for abstract	Number of users searching in-house bibliographic database	Number of users searching CD_ROM database/full text	Number of users received electronic document
Government	147.25	38.00	.71	-	20.75	-	-	-	-
Private	109.67	40.00	1.00	-	22.50	-	-	-	-
Ttotal	131.14	38.86	0.85	-	21.50	-	-	-	-

Source: This Researcher's Survey

5.17 Mean Value of the Strength of Human Resource in the TTC Libraries

It is already mentioned in chapter one of this dissertation, which focuses the human resources work in the TTC libraries in Bangladesh are very meager. They are skimpy in terms of requirement of services. The mean value of the strength,

statistically derived in the survey, is as shown in the table..... below. The value implies the inference how miserably the services are being offered in these libraries. Besides, the table.....shows cent percent (100%) of the work force are illiterate in the ICT. That means they do not know applications of different software required for offering better services of information to the users.

Table 5.31
Total Number of Staff in the Libraries [Mean Value]

Type of TTC	Professional	Non-professional
Government	1.60	1.60
Private	1.00	.80
Total	1.30	1.20

Source: This Researcher's Survey

Table 5.32
Computer/IT/ICT Literate Library Staff

	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
No	10	100.0	10	100.0	20	100.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.18 Status of Staff Evaluation

The TTC libraries of both government and private sectors face severe problems with less than unexpected and insufficient human resources. The person in charge of such a library does not need to evaluate his / her staff, as the employees are not countable for evaluation through examinations and performances. Only ten percent (10%) of PTTC libraries maintain this kind of record but not through any examination. Cent percent (100%) of the GTTC libraries do not have any tools of evaluation, as they are not in a position to do so. This output is a determinant to

make perceive that the Human Resource Management (HRM) in these libraries is not at all up to the expected level.

Table 5.33

Evaluating the Working Staff (Service Record, Internal Exam etc)

	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Yes	nil	nil	1	10.0	1	5.0
No	10	100.0	9	90.0	19	95.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.19 Training and Development of Human Resource

The investigation has found that only twenty percent (20%) of the GTTC libraries have started in-service training for the Asst Librarians. The status of PTTC in this regard is below the level of perception. Cent percent (100%) of these libraries do not have this kind of activity [see table.....]. Two (2) libraries of GTTC (20%) have sent their Library-in-Charges to NAEM for special training separately. None of them has so far arranged any refresher training. Table...shows that these two (2) training programs took place in 2008. Over the last five years, no other training was imparted to the Library-in-Charges.

Table 5.34

Provision for In-service Training/Refresher Training for the Library Staff

	Type of TTC				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Yes	2	20.0	nil	nil	2	10.0
No	8	80.0	10	100.0	18	90.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

Table 5.35
Table 90 Number of Training Programs of such Category during the Last Five Years

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
2008	2	100.0	Nil	nil	2	100.0
Total	2	100.0	nil	Nil	2	100.0

Source: This Researcher's Survey

5.20 Sufficiency of Existing Work Force in the Library

The survey has exposed that the level of work force in all these libraries is insufficient. Cent percent (100%) of the respondents have opined the same on this issue.

Table 5.36
Level of Work force

	Type of TTC				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Insufficient	10	100.0	10	100.0	20	100.0
Total	10	100.0	10	100.0	20	100.0

Source: This Researcher's Survey

5.21 Analysis of the Perspectives and Views of Users on Information Systems and Services existing in the TTC Libraries of Bangladesh

The users of these libraries are students of education / trainee-teachers and mostly the faculty members of the TTCs of government and private sectors as mentioned in the sampling design part of this dissertation.

5.21.1 Number of Users on Sex-Based Category

From each library, fifteen (15) users were randomly questioned with the questionnaire given in the appendices. Of them, both male and female respondents expressed their options on the information systems and services they prefer and get in the TTC libraries. For the interest of the study, their sex-based category is shown in the table below. In the GTTCs, nearly sixty nine percent (68.7%) was male and nearly thirty one percent (31.3%) was female. These figures were nearly sixty seven percent (66.7%) and thirty-three percent (33.3%) in the PTTCs respectively.

Table 5.37
Table 92 Users' category on Sex Basis

Sex	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Male	103	68.7	100	66.7	203	67.7
Female	47	31.3	50	33.3	97	32.3
Total	150	100	150	100	300	100

Source: This Researcher's Survey

5.21.2 Status of Users

In the GTTCs, seventeen percent (17.3%) respondents are research group members studying in M.Ed. Twenty two percent (22%) respondents are faculty members, and nearly sixty one percent (60.7%) are students / trainees. The same variables are 2.66%, 22.66% and 74.66% for the PTTCs respectively. In both the cases, most of the respondents are either students or trainee teachers. Nearly 22% users are faculty members. This figure implies that they are not in practice of using the library so much.

Table 5.38
Variety of Users

User	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Researcher/Scientist	26	17.3	4	2.66	30	10.0
Teacher/Faculty/Instructor	33	22.0	34	22.66	67	22.3
Student/Trainee	91	60.7	112	74.66	203	67.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

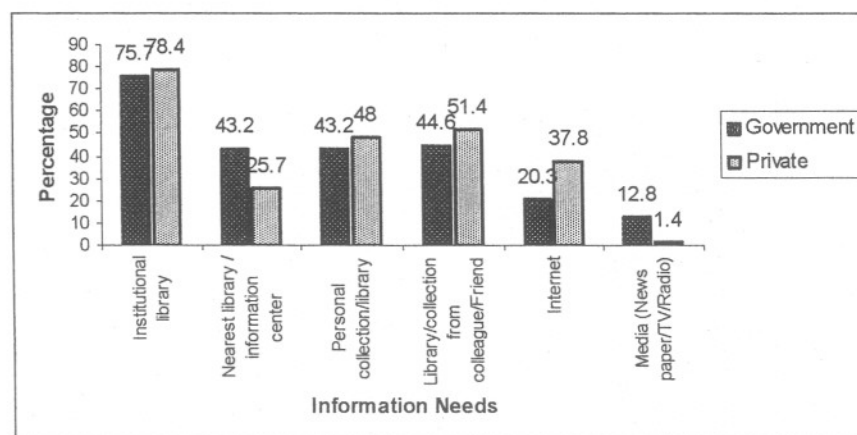
5.22 Information Needs of the Users

The users fulfill their information needs, i.e. they want to get their course related materials ready from the TTC libraries. The following table shows that 75.7% and 78.4% users of GTTC and PTTC respectively depend on their institutional library. 43.2% and 48% of the users depend on personal collection and 20.3% and 37.8% of the users prefer to use internet respectively. The study signifies that major portion of these users broadly depend on institutional service for their daily information needs. But they informed this investigator with disappointment that their needs are not fulfilled from there.

Table 5.39
General/ Daily information needs (Course related Materials)

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Institutional library	112	75.7	116	78.4	228	77.0
Nearest library / information center	64	43.2	38	25.7	102	34.5
Personal collection/library	64	43.2	71	48.0	135	45.6
Library/collection from colleague/Friend	66	44.6	76	51.4	142	48.0
Internet	30	20.3	56	37.8	86	29.1
Media (News paper/TV/Radio)	19	12.8	2	1.4	21	7.1

Figure 5.1
Graphical Expression of Daily information needs



Source: This Researcher's Survey

5.23 Fields of Requirement and Sources of Availability

Searching for the literature with information for study, research, project and assignment purpose, both the users of TTCs emphasized on institutional resource and internet resource more. In GTTC and PTTC libraries, 74% and 83.3% seek help from their institutional library, 58% and 67.3% users need to use internet respectively.

Table 5.40
Literature for Study, Research, Project, Assignment etc

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Institutional library	111	74.0	125	83.3	236	78.7
Nearest library / information center	58	38.7	28	18.7	86	28.7
Personal collection/library	34	22.7	34	22.7	68	22.7
Library/collection from colleague/Friend	55	36.7	51	34.0	106	35.3
Internet	87	58.0	101	67.3	188	62.7
Media (News paper/TV/Radio)	11	7.3	8	5.3	19	6.3

Source: This Researcher's Survey

5.24 Sources of Information Consulted to Meet the Study Needs: General Habit of the Users

The survey has found the users of GTTC libraries and PTTC libraries are in a regular habit to consult mainly with their essential sources of information somewhere else from these TTC libraries. The users of GTTC libraries and PTTC libraries consult mainly with textbooks (65.3%) and (71.3%) of them from their respective libraries. However, 40.7% and 31.3% users do not get all the required information extracted from journals / articles from their libraries as the study found that the libraries could not provide them with sufficient resources. Events of using outside centers happen when 32% and 26% of them search internet. Apart from this, 23.3% and 21.3% of them consult encyclopedia in their respective libraries, but for OPAC searching 15.3% and 17.3% of them use outside resources as their libraries have no such opportunities. The percentage of using other sources, they are habitual with, are shown in the table below. Hence, this survey finds that due to absence of vital resources of information, the users are not getting necessary services in their respective libraries.

Table 5.41
Sources of Information with Study Needs

General/daily information	Teachers' Training College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Text books	98	65.3	107	71.3	205	68.3
Journals/Articles	61	40.7	47	31.3	108	36.0
Dictionary	16	10.7	23	15.3	39	13.0
Encyclopedia	35	23.3	32	21.3	67	22.3
Newspaper	46	30.7	59	39.3	105	35.0
Statistical sources	6	4.0	4	2.7	10	3.3
Handbook guide manual	9	6.0	25	16.7	34	11.3
Other reference collection	8	5.3			8	2.7
Literary book/magazine	24	16.0	13	8.7	37	12.3
OPAC	23	15.3	26	17.3	49	16.3
In-house CD-ROM Literature	3	2.0			3	1.0
Internet/web resources	48	32.0	39	26.0	87	29.0
Colleagues/friends/Researchers	4	2.7	30	20.0	34	11.3
Radio/TVs	16	10.7	2	1.3	18	6.0
Supporting information						
Text books	40	26.7	25	16.7	65	21.7
Journals/Articles	52	34.7	57	38.0	109	36.3
Dictionary	55	36.7	45	30.0	100	33.3
Encyclopedia	62	41.3	35	23.3	97	32.3
Newspaper	34	22.7	52	34.7	86	28.7
Statistical sources	8	5.3	2	1.3	10	3.3
Handbook guide manual	4	2.7	8	5.3	12	4.0
Literary book/magazine	28	18.7			28	9.3
OPEC	33	22.0	41	27.3	74	24.7
Bibliographical databases	3	2.0			3	1.0
In-house CD-ROM Literature	23	15.3	37	24.7	60	20.0
Internet/web resources	55	36.7	66	44.0	121	40.3
Colleagues/friends/Researchers	17	11.3	24	16.0	41	13.7
Personal collection	3	2.0	36	24.0	39	13.0

Source: This Researcher's Survey

5.25 Information Extraction from Comprehensive Literature

The users extract their required information for comprehensive literature from various sources. 22.3% of the users collect

information from textbooks, 31.4% from journals, 34.8% from literary books or magazines and 43.2% from internet or web resources. In this case, the major resource is internet, but the libraries do not provide them with this resource.

Table 5.42
Sources for Comprehensive Literature

	Teachers' Training College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Text books	29	19.6	37	25.0	66	22.3
Journals/Articles	66	44.6	27	18.2	93	31.4
Dictionary	2	1.4	2	1.4	4	1.4
Encyclopedia	46	31.1	12	8.1	58	19.6
Newspaper	33	22.3	42	28.4	75	25.3
Statistical sources	9	6.1	4	2.7	13	4.4
Handbook guide manual	32	21.6	25	16.9	57	19.3
Other reference collection	22	14.9	33	22.3	55	18.6
Literary book/magazine	42	28.4	61	41.2	103	34.8
OPEC	13	8.8	13	8.8	26	8.8
Bibliographical databases	2	1.4	2	1.4	4	1.4
In-house CD-ROM Literature	22	14.9	2	1.4	24	8.1
Internet/web resources	57	38.5	71	48.0	128	43.2
Colleagues/friends/Researchers	33	22.3	82	55.4	115	38.9
Personal collection	16	10.8	4	2.7	20	6.8

Source: This Researcher's Survey

5.26 Users' Awareness of Essential Services That should be Offered by TTC Libraries

The most of the users are not aware of what sort service should be offered to them by their TTC libraries. Reasoning to this problem, this investigator perceives that many a trainee teachers come from remote area. Direct students of education have much idea about modern trends of library services. However, 83% of the users are aware of reading room services.

Table 5.43
Reading room services

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Aware	129	86.0	120	80.0	249	83.0
Not aware	6	4.0	4	2.7	10	3.3
Enjoy the services in the library	15	10.0	26	17.3	41	13.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Forty five percent (45%) are aware of loan/ borrowing privileges and 33.7% of them take this kind of service from somewhere else.

Table 5.44
Circulation/Loan/Borrowing Privileges

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Aware	78	52.0	59	39.3	137	45.7
Not aware	11	7.3	32	21.3	43	14.3
Enjoy the services in the library	54	36.0	47	31.3	101	33.7
Enjoy the services else where	7	4.7	12	8.0	19	6.3
Total	150	100	150	100	300	100

Source: This Researcher's Survey

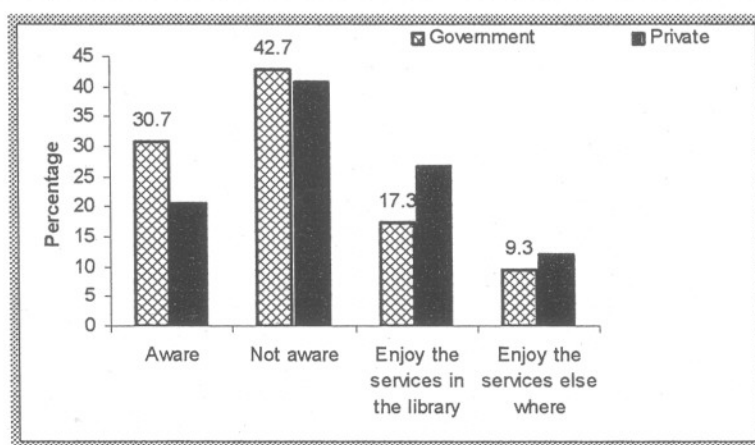
Nearly forty two percent (41.7%) on the average of users are not aware of the reference/information services. This percentage is 42.7% in the case of users of GTTCs. This is alarming and very significant to take into consideration for re-scheduling of teacher education in Bangladesh.

Table 5.45
Reference/Information Services

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Aware	46	30.7	31	20.7	77	25.7
Not aware	64	42.7	61	40.7	125	41.7
Enjoy the services in the library	26	17.3	40	26.7	66	22.0
Enjoy the services else where	14	9.3	18	12.0	32	10.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Figure 5.2
Graphical Expression of Users' Awareness



Source: This Researcher's Survey

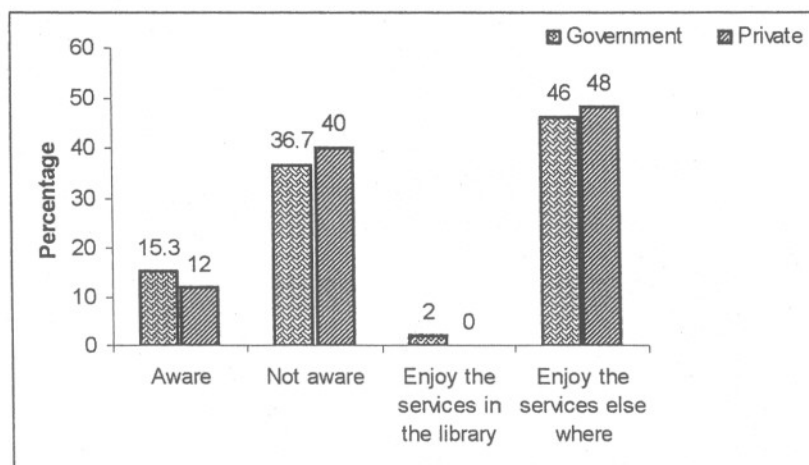
Nearly thirty eight percent (38.3%) of these users are not aware of reproduction service, which they can get from libraries. Forty seven percent (47%) of them take this service from other places.

Table 101
Reprographic/reproduction service

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Aware	23	15.3	18	12.0	41	13.7
Not aware	55	36.7	60	40.0	115	38.3
Enjoy the services in the library	3	2.0			3	1.0
Enjoy the services else where	69	46.0	72	48.0	141	47.0
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Figure 5.3
Data Source: This



Source: This Researcher's Survey

For inter library loan service, the user group does not bother about. Instead, they avail of the services somewhere else. On average 38% of them are not aware at all. Besides, 48.7% of them are those take from other places.

Table 102
Inter Library Loan Service

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Aware	23	15.3	6	4.0	29	9.7
Not aware	61	40.7	53	35.3	114	38.0
Enjoy the services in the library	11	7.3			11	3.7
Enjoy the services elsewhere	55	36.7	91	60.7	146	48.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

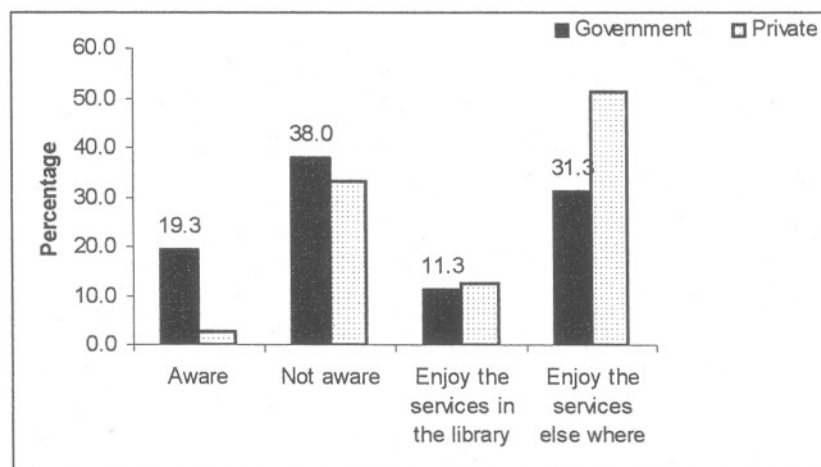
Current Awareness System (CAS) service is one of the most fruitful services to help the users in context of latest information. Only 11% of them are aware of CAS services that these libraries offer to small extent. Of these users, 41.3% enjoy this service elsewhere.

Table 5.46
Current Awareness Service

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Aware	29	19.3	4	2.7	33	11.0
Not aware	57	38.0	50	33.3	107	35.7
Enjoy the services in the library	17	11.3	19	12.7	36	12.0
Enjoy the services else where	47	31.3	77	51.3	124	41.3
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Figure 5.4
Current Awareness Service



Source: This Researcher's Survey

Selective Dissemination of Information (SDI) service is a sophisticated job done by all the modern librarians. In question of awareness, none of the users responded. Among others, an average of 58% is not aware of either SDI or the service whether offered there. However, 42% users take the service from other libraries as they have informed in their response to the set questionnaire of this study.

Table 5.47
SDI service

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Aware	nil	nil	nil	nil	nil	nil
Not aware	103	68.7	71	47.3	174	58.0
Enjoy the services else where	47	31.3	79	52.7	126	42.0
Total	150	100	150	100	300	100

Source: This Researcher's Survey

For Electronic Document Delivery (EDD) or Digital Document Delivery (DDD), the users have not responded whether they are aware. Alarming issue is that 52.3% of them do not know about EDD or DDD services. 47.7% users have responded that they avail of this service elsewhere.

Table 5.48
Electronic/Digital document delivery

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Aware	nil	nil	nil	nil	nil	nil
Not aware	97	64.7	60	40.0	157	52.3
Enjoy the services else where	53	35.3	90	60.0	143	47.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Traditional bibliographical services are accustomed in the GTTC libraries. Despite this, 20.3% of the users are aware of this service and 49% of them are not aware that this service is supportive to collection of information. They do not know whether it is available in the libraries that they are using.

Table 5.49
Bibliographical service

	Teachers' Training College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Aware	41	27.3	20	13.3	61	20.3
Not aware	71	47.3	76	50.7	147	49.0
Enjoy the services in the library	26	17.3	28	18.7	54	18.0
Enjoy the services else where	12	8.0	26	17.3	38	12.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

For the internet services, none of them has responded whether they are aware of its availability in the TTC libraries. Though 47.7% of them informed that they are not aware. However, 52.3% of them avail of this service, but elsewhere on their own accord.

Table 5.50
Network/Internet services

	Teachers' Training College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Aware	nil	nil	nil	nil	nil	N/A
Not aware	91	60.7	52	34.7	143	47.7
Enjoy the services else where	59	39.3	98	65.3	157	52.3
Total	150	100	150	100	300	100

Source: This Researcher's Survey

5.27 Users' Preference for Mode of Information Dissemination from the Library

The survey also sought how the users want their required information disseminated by the librarians. In response, 90% of them has opted that they want it by their personal visit to the libraries. 5.3% want it through EDD, 1,7% over telephone/fax and 3% of them want to get it through access to the library website. It implies that most of them know that these libraries do

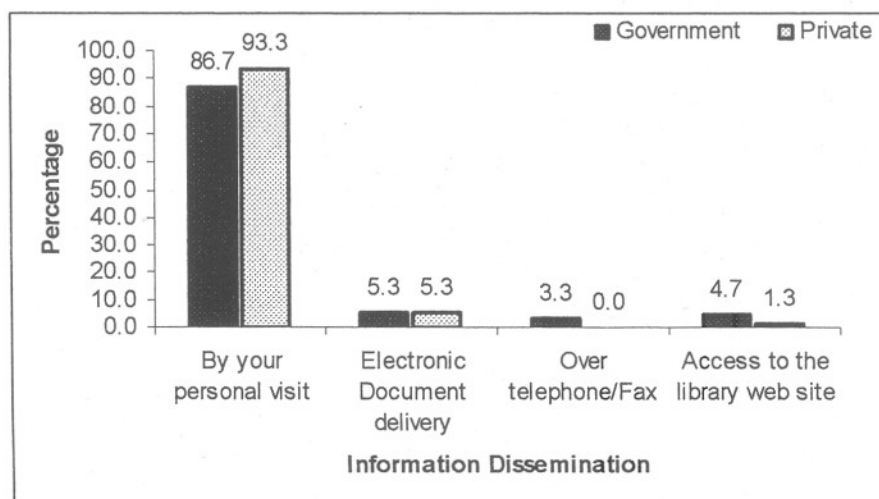
not offer EDD, internet and tele/fax services in their information dissemination activities, and thus they prefer to get them through their personal visit.

Table 5.51
Users' Preference for Dissemination of Information

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
By your personal visit	130	86.7	140	93.3	270	90.0
Electronic Document Delivery	8	5.3	8	5.3	16	5.3
Over Telephone/Fax	5	3.3			5	1.7
Access to the Library Website	7	4.7	2	1.3	9	3.0
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Figure 5.5
Users' Preference for Dissemination of Information



Source: This Researcher's Survey

5.28 Alternative Measure(s) Adopted by Users for Unmet Needs

In multiple responses, 80% of the users prefer that they should go to other library/information center, 84.7% of them prefer to get the unmet sources of information procured by librarians, 77.3% want to search for substitute sources and 84.3% prefer

internet / web resources. 77.3% take assistance from colleagues and interestingly 38.7% want to get them through personal purchase. It signifies that the major portion of users (84.7%) want the library's role to provide them with the unmet sources.

Table 5.52
Users' Choice for Unmet Needs of Information

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Go to another library	117	78.0	123	82.0	240	80.0
Request the librarian for procurement of document	125	83.3	129	86.0	254	84.7
Search for substitute information/sources	113	75.3	119	79.3	232	77.3
Take assistance from colleague/friends/association etc	107	71.3	125	83.3	232	77.3
Searching internet/web resources	118	78.7	135	90.0	253	84.3
By personal purchase	76	50.7	40	26.7	116	38.7
TV/Radio program	11	7.3	2	1.3	13	4.3
Other sources	3	2.0			3	1.0

Source: This Researcher's Survey

5.29 Frequency of Library Visit (by users)

Almost fifty percent (50%) of the users visit the TTC libraries daily and 18.7% of them visit in a week on average. It varies to another group who visit the library as and when get assignment.

Table 5.53
Frequency of Visit to the Library

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Daily	75	50.0	76	50.7	151	50.3
Weekly	38	25.3	18	12.0	56	18.7
As and when get assignment	37	24.7	56	37.3	93	31.0
Total	150	100	150	100	300	100

Source: This Researcher's Survey

5.30 Initiatives to Be Taken Regarding Indexing Services (Multiple choice by the users)

Indexing is an effective service that helps a user to get any source of information within a short span of time. Prior to the entrance into the global village of information, this was in the friendly practice for all the important academic libraries. In this section of survey, A few indicators with their variables are data based in the tables below. Among the users of these libraries, 90% of them prioritize the books and monographs in the 1st phase.

Table 5.54
Books & Monographs

	Teachers' Training College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
1st priority	126	85.1	132	95.7	258	90.2
4th priority	15	10.1	4	2.9	19	6.6
Never used	7	4.7	2	1.4	9	3.1
Total	148	100	138	100	286	100

Source: This Researcher's Survey

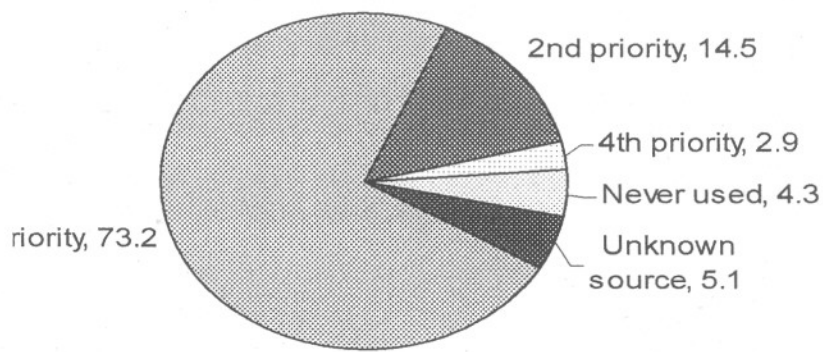
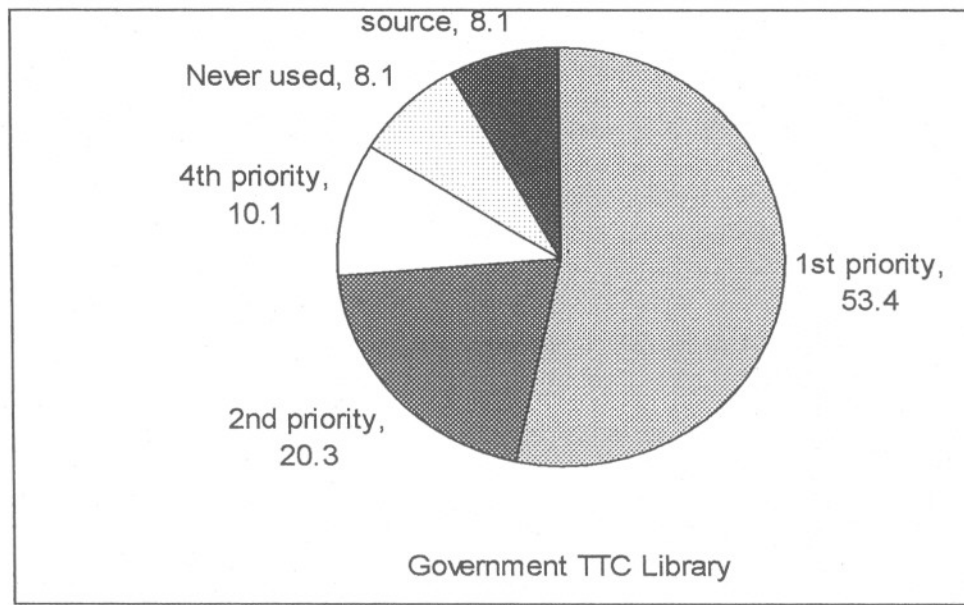
For the CAS service of the libraries, 62.9% users think that the indexing of CAS should be placed on the 1st priority. Of them, nearly 53% users using the GTTC libraries and about 73% of the PTTC library users opt for the 1st priority. It implies, the PTTC library users are more vocal in this regard.

Table 5.55
Library's CAS

	Teachers' Training College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
1st priority	79	53.4	101	73.2	180	62.9
2nd priority	30	20.3	20	14.5	50	17.5
4th priority	15	10.1	4	2.9	19	6.6
Never used	12	8.1	6	4.3	18	6.3
Unknown source	12	8.1	7	5.1	19	6.6
Total	148	100	138	100	286	100

Source: This Researcher's Survey

Figure 5.6
Library's CAS



Private TTC Library

Source: This Researcher's Survey

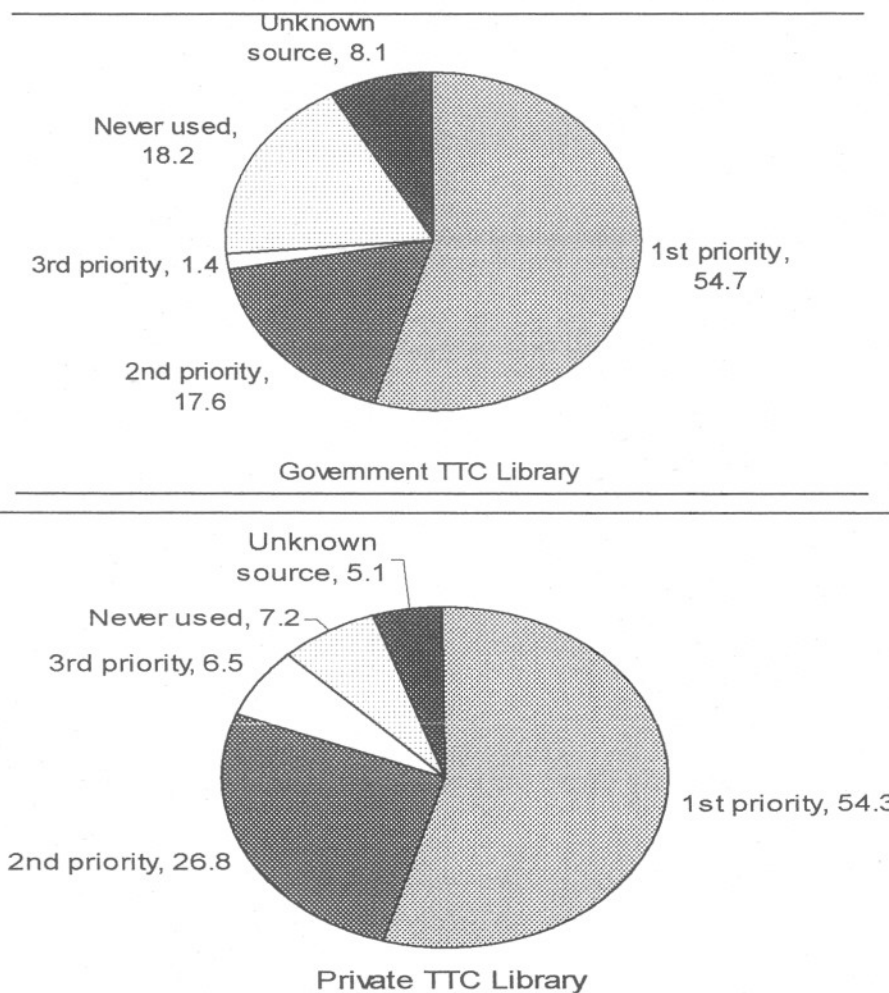
Of the users, 12.9% simply opined that they had never availed of SDI services and thus they have not prioritized. On average 54.5% users have emphasized on the 1st priority to be given to SDI in the indexing service.

Table 5.56
Library's SDI

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
1st priority	81	54.7	75	54.3	156	54.5
2nd priority	26	17.6	37	26.8	63	22.0
3rd priority	2	1.4	9	6.5	11	3.8
Never used	27	18.2	10	7.2	37	12.9
Unknown source	12	8.1	7	5.1	19	6.6
Total	148	100	138	100	286	100

Source: This Researcher's Survey

Figure 5.7
Library's SDI



Source: This Researcher's Survey

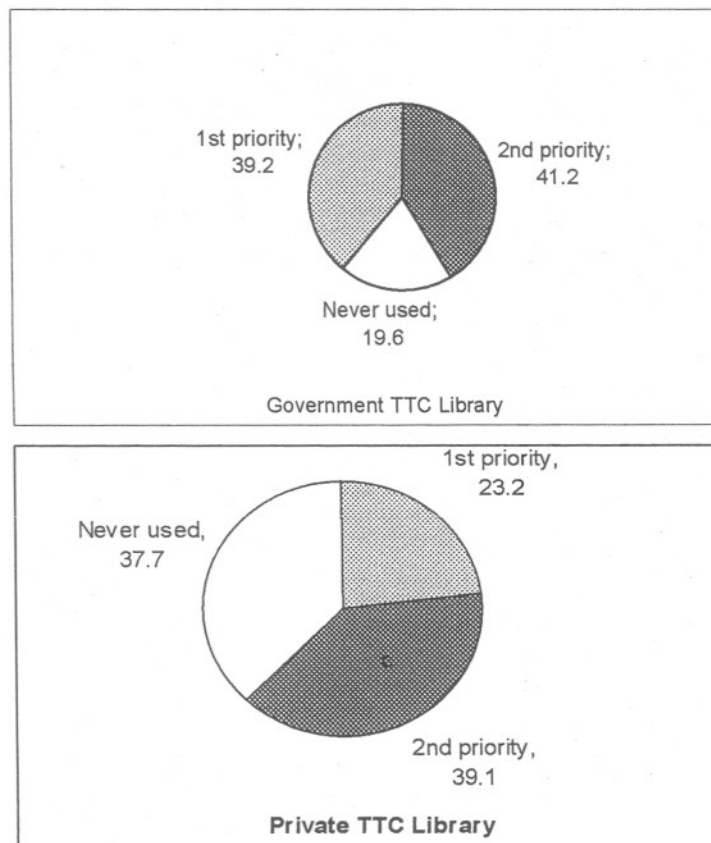
For current periodicals/articles, 40.2% users have selected it in the 2nd priority in the indexing process. It implies, users do not consider the articles in the 1st category, rather 28.3% of them expressed that they have never used this kind of sources of information in the TTC libraries.

Table 5.57
Current Periodicals/Articles

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
1st priority	58	39.2	32	23.2	90	31.5
2nd priority	61	41.2	54	39.1	115	40.2
Never used	29	19.6	52	37.7	81	28.3
Total	148	100	138	100	286	100

Source: This Researcher's Survey

Figure 5.8
Current Periodicals/Articles



Source: This Researcher's Survey

Indexing of theses/dissertations should be selected in 2nd priority representing 27% of the users' opinion.

Table 5.58
Thesis/ Dissertations

	Teachers' Training College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
1st priority	28	19.2	4	2.9	32	11.3
2nd priority	33	22.6	43	31.6	76	27.0
3rd priority	52	35.6	20	14.7	72	25.5
4th priority	24	16.4	22	16.2	46	16.3
Never used	9	6.2	47	34.6	56	19.9
Total	146	100	136	100	282	100

Source: This Researcher's Survey

Among the users, 44.8% flashes on research reports in the 2nd category for indexing.

Table 5.59
Research Reports

	Teachers' Training College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
1st priority	34	23.0	17	12.3	51	17.8
2nd priority	71	48.0	57	41.3	128	44.8
3rd priority	21	14.2	19	13.8	40	14.0
4th priority	17	11.5	6	4.3	23	8.0
Never used	5	3.4	39	28.3	44	15.4
Total	148	100	138	100	286	100

Source: This Researcher's Survey

Use of maps is very important for the school-teachers as it is an effective teaching aid. Among them, 44.1% have prioritized maps in the 1st priority for indexing.

Table 5.60
Maps

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
1st priority	51	34.5	75	54.3	126	44.1
2nd priority	36	24.3	20	14.5	56	19.6
3rd priority	19	12.8	6	4.3	25	8.7
4th priority	5	3.4	24	17.4	29	10.1
Never used	37	25.0	13	9.4	50	17.5
Total	148	100	138	100	286	100

Source: This Researcher's Survey

These users are 32.9% who have selected the government publications in the 3rd priority for indexing. It implies, the trainee teachers have small interest to extract information from these sources.

Table 5.61
Government Publications

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
1st priority	13	8.8	10	7.2	23	8.0
2nd priority	44	29.7	21	15.2	65	22.7
3rd priority	34	23.0	60	43.5	94	32.9
4th priority	37	25.0	14	10.1	51	17.8
Never used	15	10.1	9	6.5	24	8.4
Unknown source	5	3.4	24	17.4	29	10.1
Total	148	100	138	100	286	100

Source: This Researcher's Survey

5.31 Extent of Matching Information Resources Available in the Libraries to the Timeliness of Information Need

Information resources available in these libraries are often questionable whether they can match the timeliness of information need. Among GTTC library users, 50.7% consider the

information is rarely up-to-date, and 14.7% of them think it is not up-to-date. The standard of a good number of these users is even perceived through this study, not up to the mark. At this situation, an average of 39% of them deduces the timeliness of sources of information offered here is not at all up-to-date, i.e. rarely updated.

Table 5.62

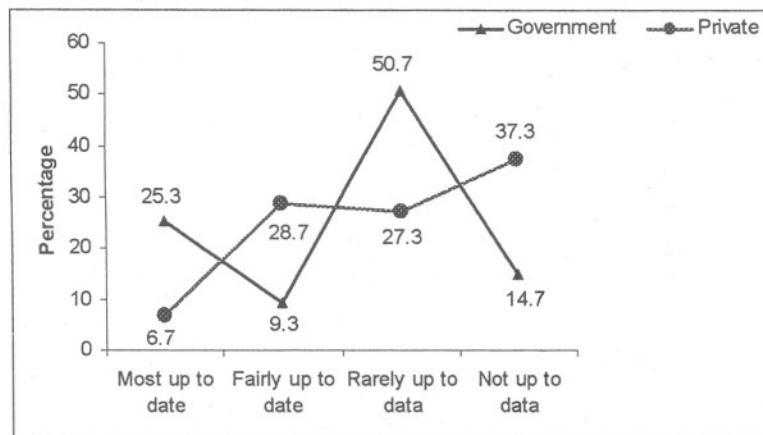
Matching Information Resources to the Timeliness of Information Needs

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Most up to date	38	25.3	10	6.7	48	16.0
Fairly up to date	14	9.3	43	28.7	57	19.0
Rarely up to date	76	50.7	41	27.3	117	39.0
Not up to date	22	14.7	56	37.3	78	26.0
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Figure 5.9

Matching Information Resources to the Timeliness



Source: This Researcher's Survey

5.32 Requirement for Sophisticated Library Services [SDI, EDD, Reprographic Services, Internet Services etc] on Payment or Not

The users of GTTC (54%) and PTTC libraries (72.7%) have opined for payment system to accommodate SDI, EDD or DDD services, reproduction services and internet services.

Table 5.63
Requirement on Payment

	Teachers' Training College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Yes	81	54.0	109	72.7	190	63.3
No	69	46.0	41	27.3	110	36.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

5.33 Levels of Constraint Encountered by the Users in Using Library

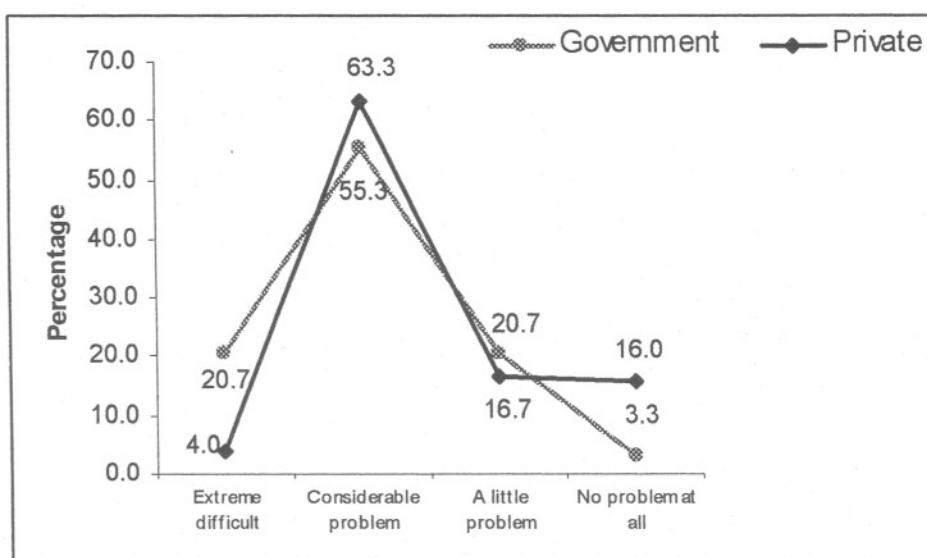
Locating suitable sources, 55.3% of the GTTC library users and 63.3% of the PTTC library users encounter considerable problems. This data signifies that the human resources of the libraries are either not sufficient or the existing personnel cannot satisfy the users with the prompt actions in this regard.

Table 5.64
Locating suitable sources

	Teachers' Training College				Total	
	Government		Private		No.	%
	No.	%	No.	%		
Extreme difficult	31	20.7	6	4.0	37	12.3
Considerable problem	83	55.3	95	63.3	178	59.3
A little problem	31	20.7	25	16.7	56	18.7
No problem at all	5	3.3	24	16.0	29	9.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Figure 5.10
Locating suitable sources



Source: This Researcher's Survey

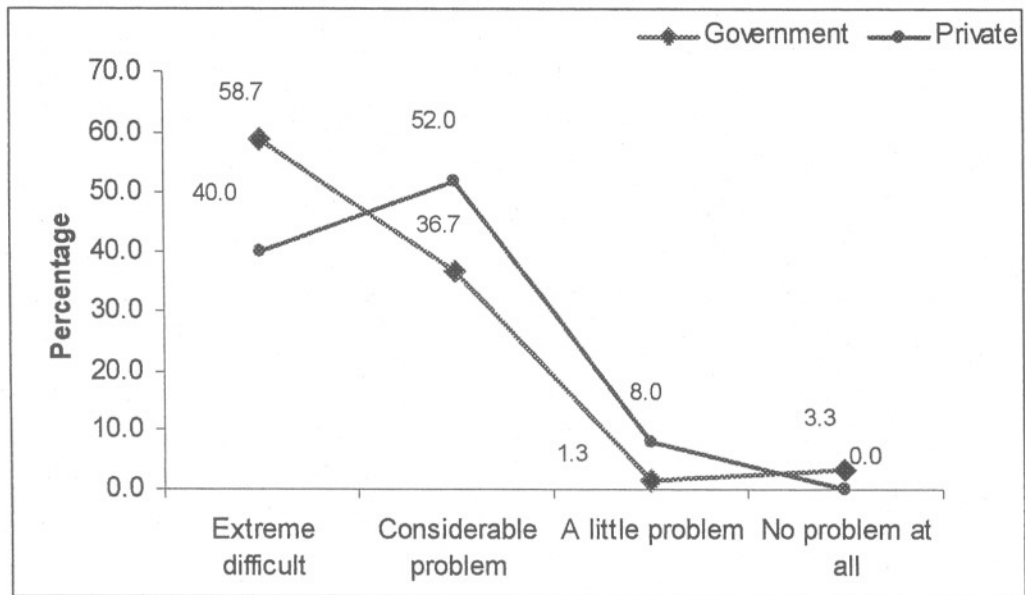
Among the users of GTTC libraries, 58.7% encounter extreme difficulties for inadequate resources while 52% users of the PTTC libraries treat it as a considerable problem.

Table 5.65
Inadequate Resources

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Extreme difficult	88	58.7	60	40.0	148	49.3
Considerable problem	55	36.7	78	52.0	133	44.3
A little problem	2	1.3	12	8.0	14	4.7
No problem at all	5	3.3			5	1.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Figure 5.11
Inadequate Resources



Source: This Researcher's Survey

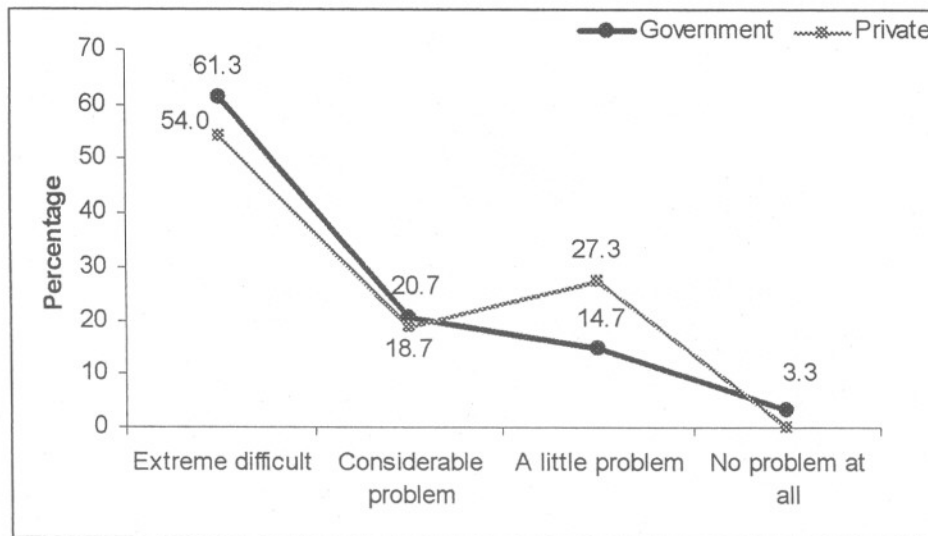
For a quick service to get the information as faster as possible, 61.3% of the users of GTTC libraries and 54% of the PTTC libraries, encounter extreme difficulties.

Table 5.66
Getting information quickly

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Extreme difficult	92	61.3	81	54.0	173	57.7
Considerable problem	31	20.7	28	18.7	59	19.7
A little problem	22	14.7	41	27.3	63	21.0
No problem at all	5	3.3	nil	nil	5	1.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Figure 5.12
Getting information quickly



Source: This Researcher's Survey

5.34 Poor organization of reading materials on the shelves

The shelves arrange huge books, sometimes the users face problem to pick their chosen sources. PTTC library users (43.3%) mention it extreme difficult while the other group (46.7%) terms it as considerable problem.

Table 5.67
Rank of Problems Faced by Users while Reading Shelved Materials

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Extreme difficult	48	32.0	65	43.3	113	37.7
Considerable problem	70	46.7	33	22.0	103	34.3
A little problem	27	18.0	28	18.7	55	18.3
No problem at all	5	3.3	24	16.0	29	9.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

An average of 53.7% treat the reading environment is uncomfortable.

Table 5.68
Uncomfortable reading environment

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Extreme difficult	30	20.0	45	30.0	75	25.0
Considerable problem	88	58.7	73	48.7	161	53.7
A little problem	24	16.0	8	5.3	32	10.7
No problem at all	8	5.3	24	16.0	32	10.7
Total	150	100	150	100	300	100

Source: This Researcher's Survey

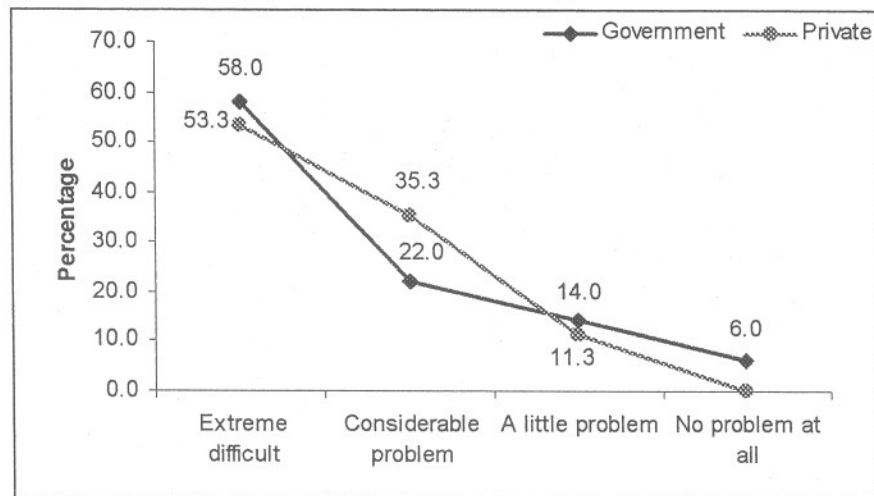
Average of 55.7% users emphasize that it is extremely difficult to get the library service due to inadequate staff. This is a major problem.

Table 5.69
Inadequate staff

	Teachers' Training College				Total	
	Government		Private			
	No.	%	No.	%	No.	%
Extreme difficult	87	58.0	80	53.3	167	55.7
Considerable problem	33	22.0	53	35.3	86	28.7
A little problem	21	14.0	17	11.3	38	12.7
No problem at all	9	6.0	nil	nil	9	3.0
Total	150	100	150	100	300	100

Source: This Researcher's Survey

Figure 5.13
Inadequate staff



Source: This Researcher's Survey

5.35 Conclusion

Any research activity's goal can be achieved with the ground of its major findings. Therefore, an investigator must be very cautious to welcome any data against the variables. Reception of data should be carefully handled in order to avoid unnecessary drawback of the study. This sort of surveys are directly related to the primary sources, and for that reason, the investigation should be constituted of those respondents having good moral character. It may ensure the creditability of the work. Reasonably, this part of work has been done considering all these aspects through discussion with the faculty members and the students separately.

Chapter 6

Recommendations (Model Plan)

6.1 Introduction

Library of a teachers' training college is the composite meeting place that welcomes pedagogues and trainee teachers as well as the students of education. It is a learning resource centre in deed. Nevertheless, in Bangladesh, scenario is different. To mean a library, many educated people still think of a bookstall where books and book-materials are sold. The teachers of rural secondary schools and the students of education are still in dark about the extreme necessity of a library as an information centre, which leads to build the smart citizens of this global village.

The time now appears to entertain the challenges for teachers' training college libraries and thus these libraries have to be attuned to the strategic directions of their parent bodies provided that the directives are rationalized and refocused for consequential new demands.

It is equally important to maintain an awareness of the changing behaviors, needs and demands of more vocal client groups and to re-align services and associated facilities to meet these new demands. The teachers' training college libraries in Bangladesh need to have a unique capacity to provide with an intellectual and pedagogic space to their users.

The libraries have to be turned into the structure of real-sense information centers, the place where the students, trainee-

teachers and faculty members can meet, interact and discuss in groups remaining in aesthetically pleasing and well-equipped surroundings.

These training college libraries should be such the places where people enjoy coming to avail of the guided sources of information in their quest to discover new information and create new knowledge.

This is the era that "the advances in technology have enabled the emergence of virtual institutions having no physical boundaries or constraints and the development of online teaching makes the location of students increasingly irrelevant (Lewis: 1997)". The world has become a global village in terms of close intimacy as well as free flow of information. Here, Lewis' quotation cites to mean a pertinence of TTC Library status where it lies in context of systems and services of information of modern-days.

This investigation has resulted in the identification of some key features or requirement that would meet both static and changing needs of teachers' training college libraries in Bangladesh and their users in a rapidly evolving teacher-education environment. "The libraries will, in fact, need more spaces for growing collections, meetings, study, research and reading (Crawford: 1999)".

However, this researcher observed during conversation with the desk officers of Directorate of Secondary and Higher Education [DSHE] and the concerned college authorities that they are

unaware and unwilling to see a modern information center due to budget constraints. They seem to be ignoring the importance of TTC library development, which is a vital determinant to produce quality teachers for the secondary schools.

To them, Crawford's deliberation is worthless. This research, however, emphasizes that new libraries may be more of a workshop or laboratory than a warehouse where students, trainees and faculty members will integrate information from a wide range of media types into new forms and format.

6.2 Need Assessment for a Model of Services Executable in Teachers' Training College Libraries

Libraries of Teachers' Training Colleges are special types of academic information centers, virtually required for the utility of B.Ed and M.Ed programs. In addition to their general services of information support, these are in a need to play pivotal role to produce teacher-librarians for the rural schools in Bangladesh. Because, there are no specific libraries either in the rural schools or in those of district towns. Even the students there, do not know that there should be the separate library rooms for their information needs.

In Bangladesh, It is found that the students of secondary schools at grass-root level mean their teachers' common room a library. This implies that this culture has to be changed for a compatible installation of modern library services.

The study found that the secondary level schools in the developed countries do have their libraries equipped with modern

services. Due to financial constraints, it is not possible in Bangladesh to introduce libraries in secondary schools as separate entity with employment of library executives, let alone the conditions of even primary and elementary schools.

The desk officer of TM section of the Directorate of Secondary and Higher Education (DSHE) informed this researcher in an interview that the syllabus for B.Ed contains Library Science, though optional, with a view to enable the secondary school teachers so that they can act as teacher-librarians. It is taught, but this researcher being an ex-lecturer in Library Science of Govt T T College, has observed that the students take this subject as their one of the optional subjects with a secret desire for a better score. They of course, learn it, but cannot get a sustainable knowledge since there are no practical tools for teaching it with a technical knowledge. The observation has noted that they do not find any similarity between what they have learnt about Library and Information Science and what they see in their libraries concerned. Therefore, the mission of such a pedagogic program does not climb up to the peak of success.

The students of education as well as trainee teachers are required to be made oriented to a modern information center with its services, libraries of the teachers' training colleges are found by this researcher that they are simply nothing but storehouses of books and book-materials, both old and new. Not a single service, categorized in global trends of information services, is practiced and offered here.

The field observation of this study has focused on various needs through the format of questionnaires. The original features of those libraries have been detected in this survey which has resulted to think of necessary recommendations for a compatible library and information centers in the colleges of education i.e. the teachers' training colleges in Bangladesh. The TTC libraries are still no how considerable as information centers due to their shabby styles of work and poorest performance in terms of information systems and services.

This researcher, expressing in all these paragraphs above, finds rationale of development and thus, puts forward the necessary recommendations for a model of the library that should serve in the teachers' training colleges in Bangladesh.

6.3 The Recommended Fields of Development

This study suggests a number of development fields for libraries of the teachers' training colleges in a few categories namely development of structure, development of services, development of financial management and the development of human resource management.

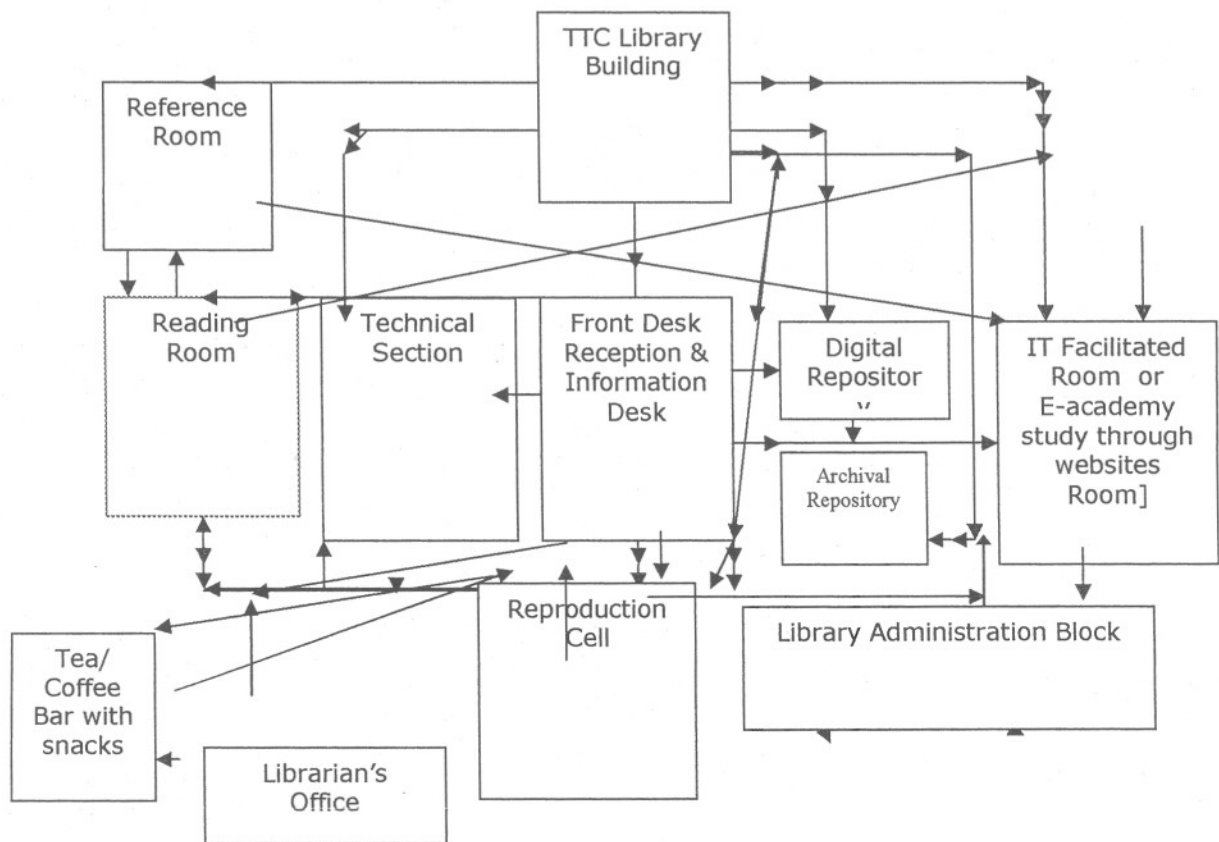
If the authority materializes these broad categories, it will bridge the gap between librarians and academicians, and open a global horizon of information systems and services in the libraries of pedagogic institutions of Bangladesh. The libraries will be able to keep pace with the modern trends of information systems and services in respect with the changing global scenario of information production and growth. In addition, the college

authority will be beneficiary in achieving their educational and pedagogic missions.

6.3.1 Structure of Development

The structural development spheres in major peripheries tailed from the main library building.

Figure 6.1
Recommended Structure of TTC Library Development



This researcher recommends the structure of development of library building in the future given in diagram above.

6.3.1.1 TTC Library Building

Library building is the most vital necessity when we consider for a modern shape of services offered by the TTC libraries now in

Bangladesh. It is better to adapt in-house requirements to the level of demand of the users. A library building sculpted in this research study considers distinctive spaces of user groups, interior design, furniture, lighting, technical cell, reading and reference room, website study or e-academic study room, digital and archival repository etc. Incorporating all these scopes, a TTC library building should be attractive and magnificent with air conditioners in the necessary rooms.

For the total change/renovation, an eligible architect should be consulted who will design the entire library building covering necessary rooms or space as per the requirement recommended hereby. The specimen of the required rooms and spaces are to be determined by the architect in the design as he/she will come to know how much land or space of the TTC compound would be slotted off in this regard beforehand. The reading room is needed to have a provision of facilitating a number of groups for group-studies. Besides, the following features are required, as recommended, for the library building of any TTC in Bangladesh.

- That the maximum flexibility in layout, design and arrangement of natural light inside the library building is ensured.
- There must be good display facilities of library materials.
- The building design needs to keep a layout of electric wiring along with every study desk cabled to ease the use of laptop computers.
- Fixed-point locations for transactions.
- Terrace, lobby for general purpose and open spaces for the library staff.

- There should be a tea/coffee bar at a suitable corner in order to facilitate the users for reduction of their boredom of long-stay in the library.

For government owned TTC libraries, the DSHE Facilities wing should make a Two-Year Plan of projects to construct the library buildings of same design in all the TTC campuses. The MoE may implement it phase by phase due to financial constraint to do at a time. Estimated cost of these constructions may be around two hundred and eighty (280) million BDT or more for all the 14 GTTCs together. The government may implement it within two years if the fund is available through External Resources Division (ERD) of the Ministry of Finance and Planning, Bangladesh Gov.

This investigation suggests, if this sort of project is taken into consideration, the MoE and DSHE should not allow any firm having low profile of construction experience. Rather, they should consider those having expertise of constructing modern buildings with high profile of work.

6.3.1.2 Reading Room

The libraries of pedagogic institutions are more enduring and flexible learning centers to provide self-selected transmission of knowledge. So, the reading and reference rooms can be suitable to the users.

Reading room has to be conceptualized in a sense that the students/trainees of the TTC will be able to complete their day-to-day's portion of study-chains sitting in their study/reference rooms, and thus, they will not use their dormitories on this

purpose. This practice will keep them free from anxieties, and make them fit for building the future nation with their students. These trained teachers will make them learn their daily lessons at school during the school time. It is a high necessity, because the Bangladeshi school goes, both primary and secondary levels, are home based to complete own lessons.

Trainee teachers should be emphasized on promoting the doctrine of school-based system of completion of lessons. It is very pertinent that there should be periods for studying in the library in all classes of secondary level every day. As there is no library in almost all our secondary schools in the real sense, so the study periods should be designed to keep students studying in their classrooms. Hence, TTC libraries, if renovated as per these recommendations, will be able to make a new generation teachers of pioneering teaching style who will even plant a conception of information services as well as better use of a library among the students.

6.3.1.3 Reference Room

The reference room is required to be equipped with at least one desktop computer and sufficient referral items including books and book materials as well as reading desks. There will be no computer operator for the computer and it will remain under constant security vigilance electronically monitored from Technical Cell. The users, if necessary, may type something with the computers and get the typed matter in the personal pen drive that must be scanned at the entrance of the library. No printer will be connected to this computer.

6.3.1.4 Information Technology (IT) Section

Installation of information technology is the principal basis of developing a shabby library system prevailing in the TTC libraries in Bangladesh. There is no service of information support at all. The users do not even guess how much service oriented the library can be. Therefore, it is required to make a modern IT based library that will enable the pedagogic trainees to get an access to the global arena of free flow of information. It will quicken the services of information provided to the users by the library executives. IT facility will mainly cover a unique and library-type computer lab surfacing an approach of a cyber café shape. A number of round shaped tables with sufficient chairs will be placed along the middle of this room. This researcher terms it as 'website study room' or 'E-academy'. Inside this room, there should be a small room at a corner where the Instant Power Supply (IPS) structure will be placed to sustain uninterrupted power-supply back up. The server computer should be placed at a suitable space in this room.

6.3.1.5 E-academy

This researcher conceptualizes the term 'e-academy' to be used in the TTC libraries. This is a philosophical thought as e-mail, e-governance and e-commerce, which are popularly active in the global perspectives of development. So far, the study has had a perception; the term 'e-academy' neither has been used nor was conceptualized anywhere, specially in any library. So, this concept would be branded as a new addition to the discipline of Information Science and Library Management.

6.3.1.6 Definition and Rationale of E-academy

'Academy' means school, institute, or conservatory where education is imparted. According to Oxford Dictionary, academy means, 'school' for special training or 'society' for people interested in music, arts etc. 'E' stands for electronic or something electronically processed. The concept of 'e' is well spread in the arena of administration, management and communication used only through internet around the world.

This researcher conceptualizes this e-academy with the meaning 'school' and 'society'. He thinks that e-academy is a school in the passion of society, which is not like the general schools, but globally open learning center that creates path for any sort of education the user desires to pursue electronically.

A general **argument may defer** saying that someone can study through internet, even sitting in own bedroom, no need of going to a library.

Here lies the proposition that might minimize the difference. Sitting in this library, the users will enter any website, match up their needs, share with other users or librarian or any faculty member through LAN if require, and get their problems solved within the shortest possible time. Some of them can sit for in-group study on particular issues in the round tables there. This way, a student of education, or a trainee teacher, may become a suitable partner of global village where information-flow is very casual. This will grow an affinity to web-based learning among them. It will also develop a good community-zeal

that is little harder sitting in the bedroom. For this, their goal and interest merge on a common line. Thus, they become society-people based on this IT facilitated room. This opportunity never appears before them during their own-time study on internet remaining at an isolated place. Besides, the trainees can prepare their up-to-date lessons by learning through internet and discussing among themselves. Apart from studying, this center mends their prolonged learning about a library into an electronic data resource center. The students/trainee-teachers of suburbs will be fascinated to such a new pattern of study and ventilate their interest to the students of countryside. They will be able to upgrade their students with modern information systems.

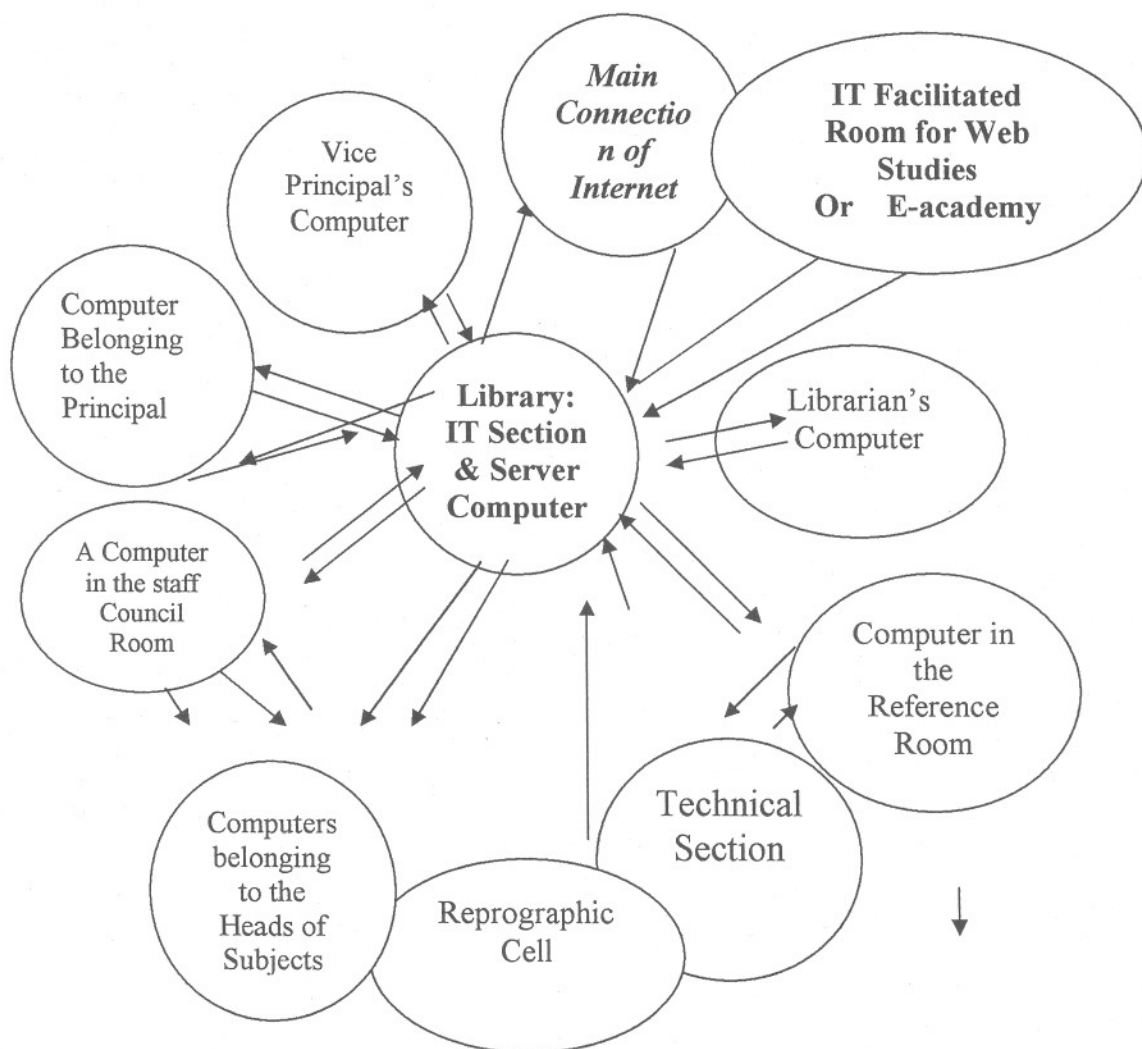
Hence, this researcher finds rationale in terming the **IT Facilitated Room** of TTC library a real '**e-academy**'.

6.3.1.7 Technical Section

A library building can become a real library if there is technical section in its rear portion. Technical section of any library is comparable to the heart of any living being. This section is the source maker of any sort of information. It needs a few rooms for acquisition, classification, Hardcopy-cataloguing, processing and binding of books and book-materials in this section.

According to direct observation, there should be no less than two rooms to support these services. Mainly, the size of concerned library usually subjects to determine how much space is required in this section. "Depending up on the size of a library and its growing capacity, sufficient space should be allocated to

Figure 6.2
Plan Diagram for Internet & LAN in the TTC & its Library as a whole



The diagram above has been designed by this researcher to facilitate the Principal, Vice-Principal and faculty members with direct access to internet as well as to the library. Internet connection will keep them up-to-date with the latest global change of any sector/discipline and help in academic development with no end. LAN connection will enable them to check the library's catalogue folder to see what are the books and materials available and issued. They can do this job just sitting in their own academic

office room. It must save their time, and ease their academic activities. They will find more interest in making their old-aged handy texts of class-lecture updated repeatedly.

6.3.1.9 Implementation of LAN and Web System

The DSHE of Ministry of Education should implement it in two ways in the Gov-owned TTC (GTTC) Libraries. Firstly, the internet and LAN connection may be installed with at least ten (10) desktop computers for each TTC Library, Five of them in an improvised IT facilitated room, one reference room, one in the reprographic cell, one in technical cell and two other with the librarian and Asst Librarian. There is already a desktop PC in the office of Principal, but there is no such arrangement for the faculty heads. This recommendation is for instant improvement of situation. The activity should be taken as a project and then the number of computers should be more in the new library building. If the DSHE does not feel for spending more money for computers now, the solution is to rearrange the allocation of computers that were allotted to all the Gov TTCs in January 2008 through 'Teaching Quality Improvement in Secondary Education Project (TQISEP)' of DSHE. Reason is, the DSHE introduced compulsory computer course in B.Ed program in the academic year 2006-2007 and onwards.

The allocation of desktop PCs varies from TTC to TTC depending on some factors mainly strength of programs (whether B.Ed or M.Ed or both), number of students, geographical location etc. As for example, the figure of allotment were; for Dhaka TTC 45 sets of desk top computers, Mymensingh (Male) TTC 30,

Mymensingh (Female) TTC 25. The other TTCs have got between 20 and 25 sets of desktop computers.

The authority should use all those computers as library components. Compulsory computer learning course may be administered in the library building.

However, there is no such arrangement to run compulsory computer course in the private TTCs. They are doing it, but with only one or two computers as they have a small number of students every year while the TTC itself is housed in a rented small building. It will be very cheaper for the owners of private TTCs to install computers in their libraries, as they will buy only one computer for the students as a library tool. They should connect the PC to internet with a corporate package SIM in a modem.

The researcher recommends for GTTCs to the DSHE authority for reallocating those computers along with the libraries in the new figures of distribution keeping the total as earlier. Apparently, they should give seven PCs to the library as mentioned above, one PC in the staff council room and This will help develop the TTC libraries temporarily. For LAN, a server computer, a hub, two bundles of Unshielded Twisted Pair (UTP) Cat-5 or Cat-6 cable and necessary small equipment are required along with broadband internet connection of sufficient bandwidth in each of the libraries. This will not cost very much. DSHE should allocate sixty thousand (60,000)/- Taka to each of them and instruct the Principal for signing a deed of agreement with the internet support provider. This way, all the GTTC libraries can

enter the global flow of information. This is not the conclusion. This will just be the start. This study found that DSHE has to allocate One Lakh Forty Four Thousand (1,44,000)/- Taka every year for each of the fourteen (14) TTCs. The amount stands on Taka Twenty Lakh and Sixteen Thousand (20,16,000/-) only for all of these TTCs.

Starting this way, the DSHE authority should adopt a two-year plan as stated above, and develop the TTCs and their libraries up to global standard. It will require approximately one hundred and fifty (150) million BDT for development of the existing libraries of all the GTTCs into modern system of information services. It should require a new library building capable of systemizing these recommended development jobs. New library buildings in all the GTTCs need a good amount of monetary involvement. This investigator has already recommended about it in **6.3.1.1** above.

6.3.1.10 Development of Acquisition System

The acquisition system prevailing in almost all the academic libraries in Bangladesh is traditional. In practice, when any materials used as information sources are procured and taken to the library following the Public Procurement Act 2006 and Public Procurement Rules 2008. There are no other means of purchase apart from this. However, a good library committee comprising of a number of experienced and promising faculty members is required. The Librarian, Asst Librarian, Documentation and Reprographic Officers are the concerned personnel for better selection of library materials. Two or three faculty members will

also be there in selection activity. The academic council of the college should determine the representation of faculties.

The prevailing practice of buying some books every year from the market should be dropped and instead, there should be annual budget allocation required for maintaining and procuring information sources more and more. The Ministry of Education (MoE), DSHE and the GTTC local authority have to mend their conception about the exposure of TTC library and its system and services. They should recapitulate the mission of B,Ed and M.Ed courses.

This researcher, over a periodic personal observation as an ex-lecturer of Library and Information Science of GTTC, has assessed on gravity of base-to-roof improvement of these library systems and services that will, if mended, definitely make achieve the mission of such kind of pedagogic courses.

Hence, selection of library resources for these colleges is very important. The MoE is spending a huge amount of money for education development in secondary level through its yearly budget. Unfortunately, the necessity for development of information system and services as well as the entire library building has remained unattended. For acquisition, both books and non-book materials are important now in an effective information center. This study, thus, focuses on digital library appliances and materials for acquisition for the TTC libraries that are recommended hereby for certain development.

The acquisition clerk has to put data entry in the official desktop of TTC library against every resource material when imported to library building. Data must include details of books and non-book materials. Mainly, the origin, service warranty (if any), date of purchase, date of acquisition, duration for longevity, quality of goods, quantity, category of information resource, etc are significant for entry.

6.4 Recommendations for Development of Services in the TTC Libraries

The services of an information center are not offered in the TTC libraries until this time. It is certain; the evidences of this survey indicate that services and functions of these libraries are not contemporary to the global standards.

This researcher recommends the necessary ways of information seeking and providing, for both the users and the TTC Librarians, pertinently to the need of a developed pedagogy in Bangladesh. "The new library may be more of a workshop or laboratory than a warehouse, where students and researchers will integrate information from a wide range of media types into new forms and formats (Rettig: 1998)". This investigator puts the ways forward to accustom very prompt service facilitating the users so that then can select and get their desired information immediately.

6.4.1 One-Stop Shop Concept

This investigator suggests the authority to make TTC library a model among the other academic libraries so that it encourages a holistic one-stop concept to students of education, trainee

teachers and the faculty members. It will enable them to have instant access to retrieval of information and integration of information at a one-point service center, i.e. the library.

Beside their academic studies and related information sources, the GTTC Librarians should accumulate job information of local and national level for the students of education. Firstly, the database will cover jobs of Asst Teachers/ Teachers/ Lecturers at public and private sectors. Then the information on other jobs should be made available in the library's job database. It will be updated every week. The users may find it on the desktops of any computer in the library. The TTC's website address should be officially given to The Press Information Department (PID) and Department of Films & Publications (DFP) requesting to post any job advertisement on the updating box of the website.

Moreover, on-duty executive of the library will follow up extracting any job news from every day's newspaper and put them in the programmed data box on the desktops of every computer by pressing a command.

6.4.2 Reproduction Cell and Its Services

A modern library is not only to facilitate the users with borrowing and reading services, but also with availing of reproductive materials of information. 'Reproduction' may be termed as the production of existing materials in any format either hard copy or soft copy again. These are usually served on payment against necessary demand slips of the users.

This researcher suggests avoiding the slip system. Instead, the users have to put their demand on the Assistant Librarian's e-mail address. Besides, there will be a demand dialogue box programmed on the desktop of every computer of the library including the PCs of Principal, Vice-Principal and faculty heads where they can place their demand. The on-duty library executive will check the mentioned mailbox and the demand dialogue box frequently. Instantly, they will click and send it to the reproduction cell from where the supply will be ensured.

There should be a various types of reproduction in the TTC library. They are photocopies from any printed item, printouts and CDs of any matter either downloaded or typed by the user sitting before any of the PCs in LAN. No one including the admin and faculty users can get printouts or CDs of their extra-academic matters, if sought even on request.

The minimum possible fees will be charged for any of the formats of reproduction. Copies, taken in the user's pen drive, do not levy for the service. Except the copies in pen drive, all other services are chargeable for a very nominal amount of money. The amount varies from service to service.

If a user wants to take a downloaded matter in a pen drive, he/she will only pay the downloading charges, very small in amount, nothing else. If the order is placed for copying in the CDs, the person has to deposit blank CD(s) within the shortest possible time with name and designation written atop.

For photocopy services, the user must not demand of an entire book, rather he/she can get only the required pages. If the book, by any chance, is treated as a scarce piece and any person of the college authority or any researcher from other organization/institution need a copy of the same, the Librarian may specially help in this regard. Even, the technical section on request will not bind any sort of photocopies except those to be preserved in the library or they will do it only in the necessity of collection building of the library. The librarian has to collect the photocopies of the torn pages and ensure those books to be bound and used.

The front desk executive will check pen drives of the users with computer at the time of their entrance. This will keep the computers free from virus attack. The computer at the front desk will have strong anti-virus software that can make any virus-carrying pen drive free from danger.

The reprographic services will not be confined to reprographic cell only. Users will get this service even sitting in reading, reference and 'e-academy' rooms of the library.

6.4.3 Lending and Borrowing of Books and Non-book Materials

Any of the common library resources will remain open to its members. The library management will lend those books or non-book materials to them for a certain period. All these activity must be put in database.

Instead of traditional manual cards of the library, this researcher suggests for introduction of digital punch card, which is machine readable. The card contains personal profile of the user. The front desk executives do not need to write anything, rather clicking the press buttons, he/she will enter the name of the materials being borrowed. The card will show last transactions in serials on the monitor. It will be issued to every personnel of the library, faculty members, college admin personnel and the students/trainees.

The card will also be used at the corridor for opening the door to enter. Its user will simply hold it at a certain point outside the door; the electro mechanism will read it and allow the entrance instantly. This is not very costly; these machines of Chinese technology are available in Dhaka. This will ensure the security to 'in and out' of all library materials as well.

6.4.4 Digital System for Entire Security of Library

The library is the center of intellects where valuable resources are kept and preserved. The Librarian himself/herself is the custodian of entire library. It is not possible for this person solely to eye on everything. Huge work force engagement needs a permanent high cost. Thus, the developed countries thought to mechanize the overall vigilance in their libraries some decades back. In Bangladesh, DFID, USIS libraries have been using this mechanism over a few years.

Therefore, this investigator suggests that there should be close circuit camera at the vulnerable points that will remain open

round the clock. One person sitting in the technical section will monitor it. Memory cards of huge gigabytes will keep records of long time vigilance at stretch. At the same time, it should be circulated as precaution that this kind of modern technology is being used as watchdogs in the GTTC library. An expert library executive will keep eyes on monitor (s) sitting in the technical section. As all concerned people will have digital ID cards, no one is out of reach. This way the library will be secured.

6.4.5 Transition from Print to Electronic Resources: Perspectives of Digitalization and Online Reservoir

In consideration of the demand of time, transition from print to electronic resources has become inevitable. The developed countries have mostly switched over in the meanwhile. Thinking about the economic constraint of Bangladesh, this investigator suggests for one time investment, i.e. transition from print to electronic is to lessen the paper-based resources, and increase the online and digital resources. Then the library executives will make a digital repository of all existing print resources by converting them into Compact Disc(s), popularly known as CDs. The changed formats are now called e-books.

The study found that the early stage of conversion began with indexes and abstracts, which were converted into electronic formats in the mid 1980s with the advent of CD-ROMs and was completed by mid 1990s. When completed, these products released their web versions. North American libraries did this innovative job very carefully. This should be followed as ideal of development.

This researcher thinks that among the field units of this research, only the GTTCs, who have real commitment to the nation, not the private ones, will be able to make the transition. There are challenges that the libraries have to meet. Firstly, the libraries need to develop the skills and infrastructures to manage styles of collections with which they are not familiar. Then they need to develop technologies and strategies for the long-term preservation of digital information. The next challenge is to develop the level of support for this activity that currently exists. The final challenge is to be disciplined in making such kind of transition. If the authoritative bodies of these libraries can meet all these challenges, the transition will be materialized with the shortest passage of time.

6.4.5.1 Digitalization of TTC Libraries

As mentioned in Wikipedia, a digital library is a library in which collections are stored in digital formats (as opposed to print, microform, or other media) and accessible by computers. The digital content may be stored locally, or accessed remotely via computer networks. A digital library is a type of information retrieval system. Wikipedia describes, digitalization is the process of representing an object, an image or a signal by a discrete set of its points or samples. The result is called 'digital representation', or more specifically, a 'digital image', for the object, and digital form for the signal (internet, wikipedia: 30/03/2008).

The TTCs both government and private should adopt this renovation activity, because this system can provide not only the

students of education and trainee-teachers, but also the users from any corner of the world with electronic and audio versions of books. There should be a barrier that none can reproduce any of the digital collections. This is very simple. Only related software can create such a desired obstacle.

This investigator suggests the TTCs to adopt this process as a project for their libraries in the library development plan. It will result an automatic resource sharing among this kind of libraries, but there should be written accord so that the librarians know the pass code for each other and share the resources across their towns.

6.4.5.2 Reasoning the Effectiveness for Digitalization of TTC Libraries in Bangladesh

In a digital library, a user, if there is no other job, does not need to go to the library physically. However, for a TTC library, the print format of books, book-materials and digital formats in a scrutinized manner should co-exists due to the socio-economic culture of Bangladesh.

While reasoning for digitalization, it is deduced that in digitalization,

- The resource is unbound, i.e. the several users can use same resources at a time. Book materials are always limited with number. More than one person cannot use a printed resource simultaneously.
- It saves time to retrieve any information. Clicking the search words, phrases, title, subject etc, a user will be able

to reach any page in any e-book within the shortest possible time through internet.

- Multiple version of any digital resource can be made exactly what it is, and no qualitative change takes place. However, it is not possible to make a same printed book as it engages a series of tasks with time consumption at a printing press.
- If the MoE and DSHE do not take any project of constructing new buildings for TTC libraries, digitalization will be very relevant to reshuffle the library into an effective dimension.
- It is the easiest way for a network of resource sharing to create a link to the resources of all other GTTC libraries of Bangladesh. A user will have to click the link for a smooth entrance into the related resources of other libraries.
- The electronic TTC library, after conversion, will cost lower than its prevailing expenditure.

6.4.6 Staff Development

Staff development is prime area where quick service can be achieved in promoting integration of almost all the aspects of information management. This investigator finds staff development of TTC libraries in Bangladesh that this area had not been given enough prominence. The Staff Development will be effective if the selection of training and trainees matches the basic needs for development clarifying who will be responsible for the selected area of services. In relation to the method of working in computing services, it is presumed that this area would benefit from a more management approach to activities if

the existing staff is increased in number and keep them under training and welfare activities.

6.4.7 Bridging Gap between Librarian And The Faculty Members

There is a role for Librarians in providing guidance in this fast changing area, ensuring that faculty members of the TTCs are provided with up-to-date advice on the resources available and how best to access them. The opportunities for more Provision of bridging cooperation with information and online resources between the library executives and concerned faculties should be explored.

6.4.8 Development of Human Resources in the TTC Libraries

The present strength of work force is very much of non-professional and inadequate in number in the TTC libraries. The investigator, based on his findings, recommends that there should be 1×Librarian, 1×Deputy Librarian, 4×Executives who will be different section-heads, 1×Wedmaster, 2×Supporting Staff for technical help and 1×Peon/Messenger in every TTC Library. This pattern of HR should be considered for mainly two reasons; (i) career development of the library personnel and (ii) for the optimum level of recommended information services. It is a rationale; better career will beget a better and hospitable environment in these libraries.

6.4.9 Accustoming the CAS, SDI, EDD/DDD and Other Electronic/Web Services

These are the most requiring services in the academic libraries. Accustoming all these services depend on the prevailing system

and technically sound human resources. It is recommended that the above staff pattern and necessary work-plan, in relation to the recommendations lodged in the points above, will settle up a service oriented library in every TTC in Bangladesh. This will meet the users' requirement in the global standard.

6.5 Avenue of Further Study

This research is the ever first in the field of TTC Libraries in Bangladesh. No other survey was immensely administered earlier to find out the pragmatic need assessment based on existing status of these libraries. All the granular aspects of the problems could not be found due to various constraints. The avenue has been open through this survey and it awaits further study to solve out new problems in the days to come. This investigator, thus, welcomes brilliant approach to search and research in the deeper layer of investigation research in this field.

6.6 Conclusion

Many of the services proposed in the model plan are no how a dream, rather the entire plan can be materialized with simply a political vision. Of all these services, e-academy is the new concept of this researcher. This can play an effective role, if materialized with, of course, the library structural development, can become a pioneer of new perceptual approach.

Chapter 7

Summary and Conclusion

Investigation research can touch the core stage of the problem by its nature. It checks in to the depth of bisected parts of issues and finds out necessary solution very carefully. This research work was designed with a set of objectives viewing the acute findings of real status of the studied libraries that how the users of these libraries get their required information through what extent of services availing there. The study has successfully taken out the facts of prevailing status of information system and services and the strength and weaknesses of the library structure and its human resources through the collected data and thus, it has helped this researcher to make a standard model plan for a new generation library, pertinent to achieve the goal of secondary-teacher education in Bangladesh.

There are as many as fourteen Government Teachers' Training Colleges (GTTC) and eighty nine Private Teachers' Training Colleges (PTTC) in Bangladesh. Among the PTTCs, many of them do not even offer any virtual library service. All the GTTCs do offer library services with a very outdated system of services. Libraries of Government T T Colleges (GTTC) and Private T T Colleges (PTTC) in Bangladesh are far away from the standard services of such type of information centers of global trend, especially, almost all of these libraries are not able to satisfy their users with the existing systems for offering information services and library materials as well.

A library's new and modern appearance is nothing but an Information Centre that provides the users with Modern Information System and Services (MISS). But the college Libraries in Bangladesh including the TTC Libraries are almost out dated in their shape and services.

Naturally, trainees do not feel interested in the Library, as these centers cannot offer them with attractive information sources despite the phenomenon that modern day library constitutes the material, functioning and services.

This size of the library staff (average number 1.6) makes us comprehend the existing systems of information services as a whole.

In Bangladesh, Library and Information Science is a developing discipline. It is the combination of a particular social system and its services and the development of socio-economic condition of the national level. It deserves the development of the contemporary library systems.

The existence of libraries in the non- government TT colleges is also praiseworthy despite no library services are prevailing in most of them.

Dhaka University library has become the harbinger in setting an exclusive networking system among the university libraries in Bangladesh.

The USIS library is the first-established library in Bangladesh where information services are treated as hospitality of the library professionals.

There was no appointment particularly for the library. It is assumed that none of the libraries-in-charge could maintain their library records accordingly. The tables show the establishment of these libraries with their problems and services.

The administrative body of the libraries is not the same in all the TTC libraries. Rather it varies from library to library. At present, the library committee is managing 40% libraries of GTTC and 30% of the PTTC.

Average 55% librarians of these libraries in Bangladesh have their active participation in the administrative bodies of their concerned libraries.

The academic libraries of modern phase are unthinkable without digital collection and services. The TTC libraries are now far away from offering electronic systems of information preservation and support.

The analysis shows that sixty percent (60%) of the libraries of private TTCs do not maintain the cataloguing for their library resources. The condition of PTTC libraries is very poor.

Two (02) out of ten (10) surveyed PTTC libraries have informed that Librarians arrange books in their libraries by using accession number the libraries are using DDC schemes.

Indexing of documents is an important service offered in almost all the academic libraries.

Twenty percent (20%) of the GTTC and PTTC libraries do not have indexing service. Forty percent (40%) of the PTTC libraries offer reference services. Eighty percent (80%) of the GTTC libraries and sixty percent (60%) PTTC libraries offer circulation/loan services. Twenty percent (20%) of both the libraries offer bibliographical services. Services Offered in the TTC Libraries.

The average number of issuance in GTTC libraries is 52.80 and in PTTC libraries is 20.60.

Ninety percent (90%) of the GTTC libraries and seventy percent (70%) of the PTTC libraries maintain records of their services that they usually offer everyday.

The TTC libraries provide their users with information services in a number of limited categories with the smallest number of staff in the Libraries.

74% and 83.3% seek help from their institutional library, 58% and 67.3% users need to use internet respectively.

The survey has found the users of GTTC libraries and PTTC libraries are in a regular habit to consult mainly with their essential sources of information somewhere else from these TTC libraries. The users of GTTC libraries and PTTC libraries consult mainly with textbooks (65.3%) and (71.3%). Modern trends of library services should be offered to them by their TTC libraries. Reading For inter library loan service, the user group does not bother about. Current Awareness Service SDI service Traditional bibliographical services are accustomed in the GTTC libraries. Bibliographical service and information resources available in these libraries are often questionable whether they can match the timeliness of information need. The users of GTTC (54%) and PTTC libraries (72.7%) have opined for payment system to accommodate SDI, EDD or DDD services, reproduction services and internet services. Locating suitable sources, 55.3% of the GTTC library users and 63.3% of the PTTC library users encounter considerable problems. For a quick service to get the information as faster as possible, 61.3% of the users of GTTC

libraries and 54% of the PTTC libraries, encounter extreme difficulties.

Library building is the most vital necessity when we consider for a modern shape of services to be offered by the TTC libraries in Bangladesh. There must be good display facilities of library materials.

The administrative body of the libraries is not the same in all the TTC libraries. Rather it varies from library to library. At present, the library committee is managing 40% libraries of GTTC and 30% of the PTTC.

Ninety percent (90%) of the GTTC Librarians and forty percent (40%) of the PTTC Librarians maintain catalogues for library resources. The condition of PTTC libraries is very poor.

Two (02) out of ten (10) surveyed PTTC libraries have informed that the libraries are using DDC schemes. Ten percent (10%) GTTC Librarians and twenty percent (20%) PTTC Librarians arrange books in their libraries by using accession number.

Twenty percent (20%) of the GTTC and PTTC libraries do not have indexing service.

Cent percent of them offer reading room services. Ninety percent (90%) GTTC libraries and forty percent (40%) of the

The TTC libraries provide their users with information services in a number of limited categories with the smallest number of staff in the Libraries.

74% and 83.3% seek help from their institutional library, 58% and 67.3% users need to use internet respectively.

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Cent percent of them offer reading room services. Ninety percent (90%) GTTC libraries and forty percent (40%) of the

PTTC libraries offer reference services. Eighty percent (80%) of the GTTC libraries and sixty percent (60%) PTTC libraries offer circulation/loan services. Twenty percent (20%) of both the libraries offer bibliographical services. The average number of issuance in GTTC libraries is 52.80 and in PTTC libraries is 20.60.

The TTC libraries provide their users with information services in a number of limited categories. Computer/IT/ICT Literate Library Staff.

Two (2) libraries of GTTC (20%) have sent their Library-in-Charges to NAEM for special training separately. Provision for In-service Training/Refresher Training for the library staff remains at the unexpected level in the TTC Libraries.

In GTTC and PTTC libraries, 74% and 83.3% seek help from their institutional library, 58% and 67.3% users need to use internet respectively.

The survey has found the users of GTTC libraries and PTTC libraries are in a regular habit to consult mainly with their essential sources of information somewhere else from these TTC libraries. The users of GTTC libraries and PTTC libraries consult mainly with textbooks (65.3%) and (71.3%) from their respective libraries.

Installation of information technology is the principal basis of developing a shabby library system prevailing in the TTC libraries in Bangladesh. The users do not even guess how much service oriented the library can be. It will quicken the services of information provided to the users by the library executives. A library building can become a real library if there is technical section in its rear portion. This way the library will be secured.

A digital library is a type of information retrieval system. This investigator suggests the authorities of TTCs to adopt this process as a project for their libraries by adopting the library development plan. This researcher in the model plan chapter, has given a new type of concept of services where he has pointedly invented 'e-academy' and 'one stop shop' concept 'for the TTC libraries' patently. If the model plan sees the light of materialization, this will certainly present a new generation library with effective information system and services helpful for the students and faculty members of TT Colleges.

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Appendix-1

List of the Surveyed TT College Libraries

Government	Government SARS Teachers Training College Library, Barisal
	Government Teachers Training College Library, Pabna
	Government Teachers Training College Library(W), Mymensingh
	Government Teachers Training College Library, Jessore
	Government Teachers Training College Library, Comilla
	Government Teachers Training College Library, Chittagong
	Government Teachers Training College Library, Rajshahi
	Government Teachers Training College Library, Feni
	Government Teachers Training College Library, Mymensingh
	Government Teachers Training College Library, Dhaka
Private	Rangpur Shikkhak Prashikkhan College Library
	Magura Teachers Training College Library, AG Academy, Magura
	Parbotipur B.Ed College Library, Dinajpur
	Mordan Teachers Training College Library, Dhaka
	Savar Teachers Training College Library, Dhaka
	Kurigram Teachers Training College Library
	Jalalabad Teachers Training College Library, Sylhet
	Ahsanullah Teachers Training College Library, Dhaka
	College of Development Studies Library, Dhaka
	Ideal Teachers Training College Library, Dhaka

Appendix 2

Sample Questionnaire (INSTITUTIONAL PROFILE)

SECTION 01

- 1.1. Name of the Library/Information Center
.....
.....
- 1.2. Name of the Parent body
.....
- 1.3. Nature of the library : (A) Govt/Non-govt (Please put tick).
- 1.4. (B) [1] TT College Library for B.Ed Program only [2] TT College for B.Ed and M.Ed Programs.
- 1.5. [3] TT College Library for B.Ed, B.Ed(Hons) and M.Ed Programs.
- 1.6. Year of Establishment.....
- 1.7. Name of the librarian/Head:.....
- 1.8. Designation
- 1.9. Official Address:
- Telephone: Fax
Email: WEB:

SECTION 2: Collection

- 2.1 Please mention the total number of collection of your library
- 2.2 Please tick the following items with the number (approximate)
- | | |
|--------------------------|-------------------------|
| a) Textbooks | b) Reports : |
| c) Reference Books | d) Rare collection: |
| e) Manuscripts: | f) Research Papers: |
| g) Journals (inland) | h) Journals (foreign) |
| i) Newspaper: | j) News clippings |
| k) Audio/Video: | l) Micro forms |
| m) In-house Publications | n) Bound books/Journals |
| o) Others | |
- 2.3 Do you have any digital collection/electronic Document?
[1] Yes (if yes, tick the following items given in 2.3.a with appropriate figure)
[2] No (if no, skip 2.3.a)

- 2.3.a a) Full text database with records b) Bibliographical records
 c) E-books d) E-journals
 e) CDROM f) others
- 2.4 What are the sources of acquisition? (Multiple choice)
 [1] Purchase [2] Donation [3] Exchange [4] Internal publication
- 2.5 What policy do you adopt in selection of publication for acquisition?
 (Multiple choice)
 [1] User survey by the library/institution
 [2] Users' request through telephone/written request/slip.
 [3] Online request by the user
 [4] Through meeting of the selection board/ library committee
 [5] By the librarian as list supplied by the book vendors/or from the
 publisher's catalog.
 [6] As per the request of the administration of the parent
 body/donor
 [7] Others (specify) _____
 [8] No scope for selection
- 2.6 What are the main sources of your purchase?
 [1] Vendor [2] Publisher [3] Direct purchase from
 market by librarian
 [4] Administration from market place [5] Others
- 2.7 Do you think that electronic document is useful for your library?
 [1] Yes (Why Q. 2.8 and skip Q.2.9) [2] No (Why not Q.2.9 and
 skip 2.8)
- 2.8 Why do you think that digital/electronic document is useful for
 library? (Multile choice)
 [1] More easy to use
 [2] Less expensive
 [3] Free download
 [4] More convenient in caring and transmission to users
 [5] Customized document delivery besides bibliographic information
 [6] Compact storage is possible
 [7] EDD services can be introduced
 [8] Others specify

- 2.9 Why are you against digital library collection? (Multiple choice)
- [1] User don't like it/prefer printed media
 - [2] Unavailable/difficult to purchase
 - [3] No computer and related technologies are available in the library
 - [4] Limited/No infrastructural facilities (Electricity, telecommunication, ISP)
 - [5] Create additional workload to library staff
 - [6] Not suitable for public health
 - [7] Digital document using technologies are not available to major users
 - [8] Others specify
- 2.10 Do you maintain any accession register?
- [1] Yes [2] No (Skip 2.11)
- 2.11 What is the methodology for accessing?
- [1] Manual register [2] Both manual and computerized Accessioning
 - [3] Computerized accessioning [3] Not maintaining but bibliographic database

SECTION 3: PROCESSING

- 3.1 How do you process your library collection?
- [1] Manual cataloging/card catalog [2] Computerized bibliographic database
 - [3] Both card catalog and database [4] Not maintaining but bibliographic database
 - [5] Neither catalog nor accession register/database [6] Other
- 3.2 Do you maintain catalog for library resources?
- [1] Yes [2] No (if no, skip to 3.7)
- 3.3 What is the form of catalog?
- [1] Card/Manual [2] Computerized database
 - [3] Card and computerized database both [4] Other _____
- 3.4 Do you follow any classification scheme?
- [1] Yes [2] No (skip 3.5)

3.5 Which scheme is followed for classification?

- [1] DDC 19th ED [2] DDC 20+ ED [3] UDC [4] LC
[5] List of subject heading [6] Thesaurus [7] NML [8] Other

3.6 How do you arrange books on the shelf?

- [1] Call number [2] Accession number [3] MFN/Record number
[4] List by almerah [5] Others

3.7 Do you have any provision for indexing documents?

- [1] Yes (Skip 3.9, 3.13, 3.14 & 3.15) [2] No (Skip 3.8)

3.8 What are the initiatives have been taken regarding indexing services? (Multiple choice)

- [1] Periodical indexing/index to periodical articles
[2] Newspaper article indexing
[3] Preparation of list of new arrivals
[4] Preparation of reading list on demand
[5] Online site listing
[6] Online bibliography searching and listing
[7] Subscribing indexing journals
[8] Others

3.9 Why don't you take any initiative for indexing? (Multiple choice)

- [1] Lack of expert manpower
[2] Insufficient fund
[3] Extra work load
[4] User never ask for such sort of services
[5] Others

3.10 Do you have any provision for producing abstracting services?

- [1] Yes (skip 3.12, 3.13 & 3.14) [2] No (skip 3.11)

3.11 Which are the following abstracting services are available in your library? (Multiple choice)

- [1] Preparing abstract/summary/annotation of publications/journal articles
[2] Preparing documentation list of abstracts in journal articles/books/reviews/reports etc

- [3] Purchasing abstracting journals
 [4] Others
- 3.12 Why don't you take any initiative for abstracting? (Multiple choice)
 [1] Lack of manpower
 [2] Insufficient fund
 [3] Extra work load
 [4] User never ask for such sort of services
 [5] Others
- 3.13 Do you face any problems in library services in the absence of indexing and abstracting services?
 [1] Yes [2] No (skip 14)
- 3.14 What are the problems? (Multiple choice)
 [1] Difficulty in tracing desired publications from the library
 [2] Unable to help the user in choosing publications pertinent to his/her interest
 [3] Users' attraction to the library is gradually decreasing
 [4] User has to spend relatively more time in literature searching
 [5] More time needs to be spent for a single user
 [6] Others
- 3.15 Have you any plan to introduce indexing and abstracting services in near future?
 [1] Yes [2] No

Section 4: Services

4.1 Does the library offer the following category of services?

a)	Reading room Services	[1] Yes	[2] No (skip 4.2a)
b)	Reference and /or information services	[1] Yes	[2] No (skip 4.2b)
c)	Circulation/Loan system	[1] Yes	[2] No (skip 4.2a)
d)	Interlibrary loan system	[1] Yes	[2] No (skip 4.3)
e)	Bibliographical services	[1] Yes	[2] No
f)	Indexing and Abstracting services	[1] Yes	[2] No
g)	Current Awareness Services (CAS)	[1] Yes	[2] No

4.8 Please mention the statistics of the following categories of services that were provided last week.

Cat.	Description	Number
a	Number of users received the reading room services	
b	Number of reference questions answered	
c	Number of referral cases	
d	SDI service provided	
e	Number of users served with indexing tools	
f	Number of users used library catalog	
g	Number of users that consult abstracts/asked for abstract	
h	Number of users searching in-house bibliographic database	
i	Number of users searching CD_ROM database/full text	
j	Number of users received electronic document	

Section 5: Human Resources

- 5.1 Please mention the total number of staff in your library
 [1] Professional [2] Non-professional
- 5.2 Mention the number of staff of the following categories with their basic pay

Technical staff/Professional staff						
Serial	Designation	Professional		Nonprofessional		Remark
		Number	B. Pay	Number	B. Pay	
1.	Librarian/Director/Head					
2.	Deputy librarian					
3.	Assistant librarian					
4.	Section officer					
5.	Documentation officer					
6.	Reference/information officer					
7.	Bibliographer					
8.	Indexer/abstractor					
9.	Cataloger/classifier					
10.	Audio-visual librarian					
11.	Reprographer					
12.	Other					

ICT staff						
13.	System analyst/manager					
14.	Programmer					
15.	Hardware engineer					
16.	Network manager					
17.	Data entry operator					
18.	Others					
Semi/pera-professional						
19.	Library Assistant					
20.	Others					
Non-Professional						
21.	Administrative officer					
22.	Accountant					
23.	Technical assistant					
24.	Sorter					
25.	MLSS					

- 5.3 Has there any library staff who now working with computer/IT/ICT?
 [1] Yes _____ persons [2] No (skip 5.4)
- 5.4 Would you mention how they are converted/switched the discipline (traditional librarianship to IT/ICT) Multiple choice)
 [1] Additional institutional degree/short course
 [2] Specialized training (home/abroad)
 [3] Self education
 [4] Special training/instruction from friends/colleague
 [5] Specialized workshop/seminar
- 5.5 you have any provision for evaluating the working staff?
 [1] Yes [2] No (skip 5.6)
- 5.6 What is the methodology for evaluation? (Multiple choice)
 [1] Service record analysis
 [2] Evaluation form by the user groups
 [3] Internal exam
 [4] Others _____
- 5.7 Do you have any provision for in-service-training/refresher training
 [1] Yes [2] No (skip 5.8)
- 5.8 How many education/training programs of such category has been initiated during the last five years
- 5.9 Do you think that your existing work force suffices to cope with the work load?

[1] Sufficient workforce [3] Excess staff

[2] Almost sufficient [4] Insufficient

6.1 Pls. mention the Administrative body of the library?

[1] Library Committee [2] Administration of the parent organization

[3] Governing [4] Others

6.2 Has there any active participation of the Librarian in the administrative body

[1] Yes [2] No

6.3 Pls. tick the following options in which the librarian has active participation. Multiple choice)

[1] Book selection [2] Library Purchase and other acquisition work

[3] Staff selection and recruitment [4] Staff training and evaluation

[5] Essential maintenance [6] Others _____

6.4 What are the major sources of income of the library during this fiscal year (2006-07)?

Multiple choice.

Sl	Sources	Amount TK
1	Annual budget of the parent body	
2.	Govt. grant	
3.	Donation	
4.	Fees	

6.5 How much revenue have you received from different sources during the last four fiscal year

Fiscal Year	Amount (TK)
2005-06	
2004-05	
2003-04	
2002-03	

6.6 How much the library spent under the following heads of expenditure during the last five years

Heads	2006-07	2005-06	2004-05	2003-04	2002-03
Purchase books					
Subscription of journals					
Purchase electronic books and					

journals					
Automation/computerization					
Purchasing equipment/ICT infrastructure					
Staff training					
Others					

6.7 Is the current budget sufficient to meet emerging needs of your library?

[1] Yes [2] No

6.8 Do you have any program to raise fund for the library?

[1] Yes (skip 6.7 & 6.8) [2] No (skip 6.6)

6.9 What are the fund raising activities? (Multiple choice)

[1] Fee based service [2] Membership subscription

[3] Charge from EDD [4] Internet browsing fee

[5] Photocopy and reprographic charges [6] Others

6.10 Have you any future plan for fund raising activities?

[1] Yes [2] No (Skip 6.8)

6.11 What will be the activities? (Multiple choice)

[1] Fee based service [2] Membership subscription

[3] Charge from EDD [4] Internet browsing fee

[5] Photocopy and reprographic charges [6] Not yet set

Section 7: Building and Infrastructure

7.1 Does your library function in-

[1] Its own separate building [2] Within the main building

[3] Building outside of the organization [4] Other

7.2 What is the total space used by the library? sqft.

7.3 Please mention the allotted space in terms the following categories?

Sl	Description	Space
a	Reading Room	
b	Reference section	
c	Stack area	
d	Technical processing	

7.4 Is the building air conditioned (Multiple choice)

[1] Centrally air conditioned [2] Reading room

- [3] Stack areas [4] Processing department
 [5] Administration [6] Staff room

Section 8: Automation/Computerization

(Skip the section if the library has no computer and related activities)

- 8.1 What is the present state of library relating to automation/computerization?
 [1] Fully automated (Skip 8.2) [2] Partially automated
 [3] Initiating automation/proposal submitted
 [4] Neither automated nor any proposal in near future
- 8.2 In case of computerization/automated fully/partially, please tick the following areas under went computerization/automated (Multiple choice)
 [1] Acquisition/procurement activities [2] Technical processing
 [3] Circulation/procurement activities [4] Reference/Information service
 [5] Periodical/serial control [6] Bibliographical services
 [7] Reprographic works [8] Interlibrary loan transaction
 [9] Computerized CAS/SDI [10] Administration and management
- 8.3 Do you maintain bibliographic database?
 [1] Yes [2] No (skip 8.4 and 8.5)
- 8.4 When the database development program was initiated? Yr and
 Up to this time records have been entered.
- 8.5 Which software are you using for database?
 [1] CDS/ISIS [2] WINISIS
 [3] Access [4] Foxpro
 [5] SQL server/MYSQL [6] LIBsys
 [7] Other
- 8.6 What are other application software being used by the library?
 [1] MS word [2] MS Excel [3] MS power point [4] Adobe Acrobat
 [5] Photoshop/Illustrator [6] Others

- 8.7 Whether the computers in the library are connected with LAN?
 [1] Yes [2] No (skip 8.8 and 8.9)
- 8.8 What are the services available across the LAN
 [1] File sharing [2] Discussion group/New group
 [3] Message sharing [4] Bibliographical database sharing
 [5] Hardware sharing [6] Resource person sharing
 [7] Other
- 8.9.1 Who is now operating the LAN?
 [1] Network manager [2] Library staff having networking training
 [3] Other IT staff [4] Others
- 8.10 Is the LAN/stand alone computers are connected with
 WAN/Internet?
 [1] Yes [2] No (skip 8.11)
- 8.11 How LAN/PCs are connected with the internet?
 [1] Local ISP/Hired domain [2] Free domain
 [3] Cable modem/broadband [4] VSAT
 [5] Dial up connection [6] Radio link
 [7] Wireless modem [8] Other

Section 9: Knowledge attitude and practice toward ICT

- 9.1 Are you informed about IT/ICT application in libraries?
 [1] Yes [2] No (skip 9.2 and 9.3)
- 9.2 Please mention the knowledge and practice of existing library staff
 on the following areas of
 IT/ICT application in librarianship/information activities. [1] Yes
 [2] No

Sl	ICT application areas	Concept		Practice	
		Librarian	Other Staff	Librarian	Other Staff
1.	Database searching				
2.	Database Design				
3.	Creating text database				
4.	Word processing				
5.	Spreadsheet analysis				
6.	Presentation design				
7.	Digital document/Digitization				
8.	Digital library/Virtual library				

9.	Web/internet browsing				
10.	Web page design				
11.	Automated acquisition				
12.	Automated circulation control				
13.	Electronic document delivery				
14.	Handling e-book/e-journal				
15.	Email sending /receiving				
16.	desktop publishing				
17.	Configuring email account				
18.	Sharing hardware across LAN				
19.	Sharing across LAN				
20.	Establish dialup connection				
21.	Document scanning				
22.	Sending attachment through email				

9.3 What are the major sources of your knowledge relating the above issues of IT/ICT?

- | | |
|--|-----------------------------------|
| [1] Institutional education | [2] Specialized training/workshop |
| [3] Refresher training | [4] Seminar/Conference |
| [5] Self learning | [6] Newspaper/Magazine |
| [7] Internet | [8] Colleague/Friends |
| [9] Personal contact with ICT professional | [10] Other |

Signature of the Respondent

Appendix 3
Sample of questionnaire
(Users' Profile)

Section 1

- 1.1 Name of the respondent
- 1.2 Sex: [1] Male [2] Female
- 1.4 Type of user?
 [1] Researcher/Scientist [2] Admin/policy maker
 [3] Teacher/Faculty/Instructor [5] Student/Trainee
- 1.6 Area of specialization /working area/research area.....
- 1.7 Name of the organization? Institution serves/ represents.....
 (in case of school Teachers)

Section 2: Information needs

- 2.1 Please indicate the broader category of information needs and possible Institutional support toward the information needs (multiple choice)

SI	Categories of information needs	Institutional support				
		1	2	3	4	5
i.	General/ daily information e.g.(Course related Materials)					
ii.	Supporting information (e.g. information on decision support functional support etc)					
iii.	Comprehensive literature for (study, research, project, assignment etc.)					
iv.	Rest & Recreation (e.g. general readings, audio-visual etc.)					

Code for Institutional support:

[1] Institutional library [2] Nearest library / information center

[3] Personal collection/library [4] Library/Collection from

colleague/Friend

[5] Internet [6] Media (News paper/TV/Radio)

[7] Other.....

2.2 What are the sources of information you usually consult to meet the information needs of the following categories :(Choose the best five sources for each category)

Sl.	Type of needs	Information Sources				
		1	2	3	4	5
i	General/daily information					
ii	Supporting information					
iii	Comprehensive Literature					
iv	Rest & Recreation					

Source Code:

- [1] Text books [2] Journals/Articles
 [3] Dictionary [4] Encyclopedia
 [5] Newspaper [6] Statistical sources
 [7] Handbook guide manual [8] other reference collection
 [9] Literary book/magazine [10] Audio-visual
 [11] OPEC [12] Bibliographical databases
 [13] In-house CD-ROM Literature [14] Internet/web resources
 [15] Colleagues/friends/Researchers [16] Personal collection
 [17] Radio/TVs

2.3 Whether you are aware of the following services offered by libraries and information centers you are using?

Sl.	Services	Experiences
1.	Reading room services	
2.	Circulation/Loan/Borrowing privileges	
3.	Reference/information Services	
4.	Referral services	
5.	Latest addition list books	
6.	Reprographic/reproduction service	
7.	Inter library loan service	
8.	Newspaper clipping service	
9.	Current awareness service	
10.	SDL service	
11.	Electronic/Digital document delivery	
12.	Translation services	
13.	Bibliographical service	
14.	Network/Internet services	
15.	Information consolidation and repackaging	

(Awareness code: [1] Aware; [2] Not aware; [3] Enjoy the services in the library; [4] Enjoy the services else where)

2.4 Please tick the mode (s) of information dissemination you prefer/feel convenient from the library? (Multiple Choice)

- [1] By your personal visit [2] Electronic Document delivery
 [3] Attachment with email [4] Over telephone/Fax

- [5] By letter/Messenger [6] Access to the library web site
- 2.5 Please tick alternative measure(s) you usually take in case of unmet needs from the library you are using (multiple choice)
- [1] Go to another library
- [2] Request the librarian for procurement of document
- [3] Search for substitute information/sources
- [4] Take assistance from colleague/friends/association etc.
- [5] Searching internet/web resources
- [6] Leave searching
- [7] By personal purchase
- [8] TV/Radio program
- [9] Other sources
- 2.6 Please mention the level constraints encountered and possible measures toward solution by you in using information?

Activities	Constraint	initiatives(s)	
Finding/tracing out the possible sources information sources			
Getting information quickly			
Getting up-to-date material			
Locating suitable sources			
Understanding research reports and statistics			
Materials available in different languages			
Lack of proper guidance			
Library facilities not available in the near vicinity of the work place			
To know what type of library services are available and where?			

(a)Constraint code: [1] Extreme difficult;[2] Considerable problem; [3] A little problem; [4] No problem at all)

(b)Initiative potions code: (Choose the best two options)

- [1] Seek assistance from librarian[2] search bibliographical sources
- [3] Consult subject expert [4] Consult colleagues
- [5] Internet [6] Go to another library
- [7] Purchase/Subscribe

Section 3: User of the library

3.1 Please mention the purpose of visit the library? (Tick multiple options)

Purpose of library visit

SL	Purpose
1.	To borrow books/periodicals
2.	To browse library collection
3.	To locate particular source(s)
4.	To consult reference sources/tools
5.	To avail their reference and referral services
6.	To read newspapers
7.	To search CK-ROM literature/bibliographic database
8.	To browse internet/search web resources
9.	To spend time
10.	Any other purpose

3.2 Please tick the frequency of your visit to the library

[1] Daily; [2] Weekly; [3] Bimonthly; [4] Monthly; [5] As and when get assignment; [6] leisure time; [7] Rarely [8] Any other frequency

3.3 How much time on an average of you spent for the following categories?

SL	Time spending sectors	Time code
a.	Document searching/retrieval/duplication	
b.	Reading in the field of specialization	
c.	Reading in the areas other than specialization	
d.	Searching web resources/internet browsing	
e.	News paper reading	
f.	Recreational reading/spent leisure time	
g.	Gossiping with colleagues	
h.	To consult the librarian/reference desk on research project/assignment;	
i.	To know new arrivals	
j.	Others.....	

Time code: [1] Less than 1 hour; [2] 1-2 hours; [3] 3-4 hours; [5] 5-6 hours; [6] 7-10 hours; [7] More than 10 hours; [8] Not certain [9] Never used 10 Not Available

3.4 Which of the following sources of information you use frequently and rank the availability of these items in the library?

SL	Sources	Use frequency	Availability
1.	Books and monographs		
2.	Reference collections		
3.	Recent periodical articles		
4.	Beck issues of journals		
5.	Technical reports		
6.	Discussions with colleagues/fellow professional		
7.	Manuscripts		
8.	Newspapers/newspaper clippings		
9.	Conference/seminar workshop proceedings		
10.	Thesis/dissertations		
11.	Patents & standards		
12.	Research reports		
13.	Maps		
14.	Indexing and abstracting journals		
15.	Bibliographies		
16.	News clippings		
17.	Films/Slides		
18.	Government publications		
19.	Primary data collected through survey		
20.	Commercial data bases/information brokers		

(a) Code of use frequency: [1] most frequently [2] Frequently used
 [3] Rarely used [4] Not used
 [5] Unknown/Never informed

(b) Code for availability: [1] Adequate [2] Fairly adequate
 [3] Inadequate [4] Not available
 [5] Don't Know

3.5 How do you locate information in the library? Please specify the strategy you adopt for getting or information location/references?
 Information location strategy

SL	Activities	Tick
1.	By browsing the content page of the periodicals in the library directly.	
2.	Through available index, abstract or reviewed periodicals	
3.	Through documentation list prepared and circulated by the parent library	
4.	By searching library catalogue	
5.	By using the references/bibliographies given at the end of each article	
6.	By discussing with own professional colleagues	
7.	By approaching to librarian	
8.	By consulting bibliographies prepared separately	
9.	Through library web site	
10.	Internet/Web	

3.6 Which of the following services you are in habit of using by priority?

SL	Services	Priority	Availability
1.	Borrowing privileges		
2.	Reference services		
3.	Referral services		

4.	Display of current arrivals		
5.	Inter library loan service		
6.	Newspaper clipping service		
7.	Current content service		
8.	SDI service		
9.	Translation services		
10.	Bibliographical service		
11.	Online services		
12.	Photo copying service		

a) **Code for Priority:** [1] Top priority [2] Middle priority [3] Low priority [4] Not using at all [5] Unknown./Not Informed

b) **Code for level of availability:** [1] Adequate [2] Fairly adequate [3] Inadequate [4] Not available [5] Don't know

3.7 To which source/form of information you assign priority searching for current information?

SL	Sources	Priority
a.	Books 8. Monographs	
b.	Institute's CAS	
c.	Institute's SDI	
d.	Current periodicals/articles	
e.	Indexing & Abstracting periodicals	
f.	Discussions with colleagues	
g.	Seminars/workshops/Conference proceedings	
h.	Personal correspondence	
i.	Book-trade catalogues	
j.	Announcement bulletin	
k.	Manuscripts	
l.	Newspapers/newspaper clippings	
m.	Thesis/ dissertations	
n.	Research Reports	
o.	Maps	
p.	Films/Slides	
q.	Government Publications	
r.	Media reports, viz, TV, Radio etc	
s.	Commercial data bases	
t.	Reference and information desk	
u.	Internet	

Code priority: [1] 1st priority [2] 2nd priority [3] 3rd priority [4] 4th priority [5] Never used [6] Unknown source

3.8 Please mention to what extent the data/information/sources supplied/available in the library match the timeliness of information need?

[1] Most up to date [2] Fairly up to date
[3] Rarely up to data [4] Not up to data

3.9 Whether you have to pay for library services?

[1] Yes [Skin 3.9] [2] No

- 3.10 Do you think that some sophisticated library services such as SDI, EDD, Reprographic services, internet services etc should be fee based?
- 3.11 What are the levels of constraints encountered by you in using this library?

Code rank: [1] Extreme difficult; [2] Considerable problem;
[3] A little problem; [4] No problem at all

SI	problems	Rank
a	Locating suitable sources	
b	Inadequate resources	
c	Getting information quickly	
d	Getting up-to-date material	
e	Inadequate reference service/ referral service/ lack of proper guidance.	
f	Poor organization of reading materials on the shelves	
g	Uncomfortable reading environment	
h	Inadequate staff	
i	Library staff are not much cooperative	
j	Absence of library automation	
k	To know what type of library services are available and where	
l	Other (Pls Mention)	

3.12 Do you have any recommendation for the improvement of library Services

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Signature of the respondent

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