CHAPTER-2
BANGLADESH
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HISTORY, CULTURE & EDUCATION IN BANGLADESH

Bangladesh is a new state with new aspirations of the people of this great land. It has been described by an American political scientist as "a country challenged by contradictions". On the face of it, the recent twists and turns of her history are often inconsistent. It is neither a distinct geographical entity, nor a well-defined historical unit. Nevertheless, it is the homeland of the ninth largest nation in the world whose groupings for a political identity have protracted, intense and agonizing. [1] The key to these apparent contradictions lies in her history.

Bangladesh, the name means “land of the Bengalis.” [2] The beginning of this race dates back into antiquity. Of the multiplicity of indigenous races in Hindustan (Indian sub-continent), only a few were distinguished by their degree of superiority in civilization, the arts, language, literature and the extensive territory they cover. The Bengalis were one of these. In ancient times, the area now known as Bangladesh was the eastern part of a region called Bang, [3] the region later became Bengal under the British rulers, who had gradually obtained control of the south Asian subcontinent during the 18th century. The territory constituting Bengal under the Muslim rule for over five and a half centuries from 1201 to 1757 A.D. Subsequently it was under the subjugation of the British after the defeat of the last sovereign under, Nawab Sirajuddowala, at the Battle of Plassey on the fateful day of June 23, 1757. The British ruled over the entire Indian sub-continent including this territory for nearly 190 years from 1757 to 1947. During this period Bangladesh was a part of the British Indian provinces of Bengal and Assam. [4] With the termination of the British rule in August 1947, the sub-continent was partitioned into India and Pakistan. [5]

Bangladesh came to today's shape through a long history of political evolution. Bengal was probably the wealthiest part of the subcontinent up
till the 16th century. The area's early history featured a succession of Indian empires, internal squabbling, and a tussle between Hinduism and Buddhism for dominance. All of this was just a prelude to the unstoppable tide of Islam, which washed over northern India at the end of the 12th century. Mohammed Bakhtiar Khalzhi from Turkistan captured Bengal in 1199 with only 20 men. The area, which is now Bangladesh, has a rich historical and cultural past, combining Dravidian, Indo-Aryan, Mongol/Mughul, Arab, Persian, Turkic, and West European cultures. Residents of Bangladesh, about 98% of whom are ethnic Bengali and speak Bangla, are called as Bangladeshis.

**Contribution of Bangladesh to Ancient Civilization:**

Bangladesh is the frontier of South Asian civilization. It is the natural bridge between South and South East Asia. Because of its location, Bangladesh was the intermediary in trade and commerce between the South Asian subcontinent and the Far East. This region, as a distinguished historian observed, "played an important part in the great cultural association between the diverse civilizations of Eastern and South Eastern Asia which forms such a distinguished feature in the history of this great continent for nearly one thousand and five hundred years."

**Evolution of Mediaeval Bengal (1204-1757)**

The Middle age in Bengal coincided with the Muslim rule. Out of about 550 years of Muslim rule, Bengal was effectively ruled by Delhi-based all India empires for only about two hundred years. For about 350 years Bengal remained virtually independent. The Muslim rule in Bengal is usually divided into three phases. The first phase, which lasted from 1204 to 1342, witnessed the consolidation of Muslim rule in Bengal. It was characterized by extreme political instability. The second phase, which spanned the period 1342 to 1575, saw the emergence of independent local dynasties such as the Ilyas Shahi dynasty (1342-1414), the dynasty of King Ganesha (1414-1442) and Husain Shahi dynasty (1493-1539). The third phase, which lasted from
1575 to 1757, witnessed the emergence of a centralized administration in Bengal within the framework of the Mughal Empire. The Mughal viceroys in Bengal curbed the independence of powerful landlords who were known as Bara Bhuiyas and suppressed the Portuguese pirates who frequently interfered with the flow of foreign trade. Under the Mughal viceroys, art and literature flourished, overland trade expanded and Bengal was opened to world maritime trade - the latter marking the death knell of Mughal power as Europeans began to establish themselves in the region. The Portuguese arrived as early as the 15th century but were ousted in 1633 by local opposition.

The Birth of Bangladesh:
Bangladesh was then a part of Pakistan and was known as East Pakistan. It remained so about 24 years from August 14, 1947 to March 25, 1971. It appeared on the world map as an independent and sovereign State known as the ‘Peoples Republic of Bangladesh’ on 26th March, 1971 following the victory at the war of liberation from March 25 to December 16, 1971. It came into existence in the world as 139th independent country. The birth of Bangladesh resolved the dichotomy between religion and habitat, and between extra-territorial and territorial loyalties by recognizing both the facts as a reality in the life of the new nation.

Culture of Bangladesh:
Bangladesh has a unique cultural history, dating back for more than 2500 years ago. The land, the rivers and the lives of the common people formulated a rich cultural heritage with marked differences from neighboring regions. Bangladesh did not exist as a distinct geographic and ethnic unity until independence. The region had been a part of successive Indian empires, and during the British period it formed the eastern part of a hinterland of Bengal, which was dominated by the British rulers and Hindu professional, commercial, and landed elites.
Bangladeshi culture, in many ways, reflects the culture of Greater Bengal. Music is widely enjoyed by the people of Bangladesh and classical, light-classical, devotional, and popular music attract many people. Classical music includes Hindustani devotional songs while classical dance includes India's Bharatanatyam and Kathakali. The Manipuri traditional dance of India is also quite popular in Bangladesh. Bengali folk dances are commonly performed during festivals and other special occasions. Apart from this, Bangladesh is a land of great painters and realist paintings by them have been recognized worldwide.

Bangladesh is a melting pot of races. She has a mixed culture which can also be termed as heterogeneous culture. Her deep-rooted heritage is amply reflected in her architecture, literature, dance, drama, music and painting. Bangladeshi culture is influenced by three great religions—Hinduism, Buddhism and Islam in successive order, with Islam having the most pervading and lasting impact. Like a colorful montage, the cultural tradition of the country is a happy blending of many variants, unique in diversity but in essence greatly symmetrical.

The Bengal region has a multifaceted folk heritage, enriched by its ancient animist, Buddhist, Hindu, and Muslim roots. Weaving, pottery and terracotta sculpture are some of the earliest forms of artistic expression. The best-known literature of Bangladesh is the work of the great Bengali poets Rabindranath Tagore and Nazrul Islam. Folk theatre is common at the village level and usually takes place during harvest time or at melas (village fairs). There are many folk dances, but classical dance is largely borrowed from Indian models and is frowned upon by the more severe religious leaders. Bangladesh's Muslims and Hindus live in relative harmony. Muslim festivals follow a lunar calendar. The Muslim majority has religious leaders, pirs, whose status straddles the gap between that of a bishop and that of a sage. Hinduism in Bangladesh lacks the pomp and awe of the Indian version, but consequently Hindu ceremonies are rarely conducted in the depths of temples to which access is restricted. Buddhists today form only a tiny
minority of the population. It's worth noting that the Bangladeshi pride in ancestry is balanced by the Islamic slant of the country's intellectual life, which tends to deny the achievements of the preceding Hindu and Buddhist cultures.

About 82 percent of the people of Bangladesh live in rural areas. Most rural villagers build homes made of bamboo. Few homes in rural areas have electricity or plumbing. Most of the families in the cities and towns are overcrowded and tend to stay together in small wooden houses. Some wealthy city families have large brick or concrete homes. In urban slums, the houses are built of cardboard, scraps of wood, or sticks. Most Hindus and members of other minority groups live together in distinct neighborhoods.

**Religion:**

Bangladesh contains the second largest (after Indonesia) Muslim population in the world. Islam, the state religion, is the faith of 88 percent of the population, almost all of whom adhere to the Sunni branch. Hindus make up most of the remainder, and the country has small communities of Buddhists, Christians, and animists. [6] Biharis, who are not ethnic Bangalees, are Urdu-speaking Muslim refugees from Bihar and other parts of northern India. Tribal race constitutes less than one percent of the total population. Major tribes are the Chakmas, Maghs (or Marmas), Tipras, Murangs, Kukis and Santals. Most Chakmas are Buddhists, but some practice Hinduism or Animism. The Santals live in the northwestern part of Bangladesh. They obey a set of religious beliefs closely similar to Hinduism. The Khasais live in Sylhet in the Khasia Hills near the border with Assam, and the Garo and Hajang in the northeastern part of the country.

**Language:**

Bangla is the official language of more than 99 percent of the population. Bangla is the seventh most extensively spoken language in the world after Chinese, English, Russian, Spanish, Hindi and Arabic. [7] The Bengali script is derived directly from Gupta Brahmi script, which has close affinity
to Cambodian and Thai scripts. The origin of this language is usually traced to the 10th century. Bengali is a rich language capable of expressing the finest nuances of thought and feelings, a language that continuously mirrors the ever-changing play of life. It is rich in poetry, short story, novel, drama, essay and belles-lettres.

**Geographical Location:**
Located in the Northeastern part of South Asia between 20°34’ and 26°38’ north latitude and between 88°01’ and 92°41’ east longitude, the country is bounded by India on the east, west and north but for a small strip of boundary with Myanmar on the southeast. The Himalayas are very close to its border in the Northwest. Located on the Northern shore of the Bay of Bengal, Bangladesh provides a natural bridge between South and Southeast Asia. Bangladesh with an area of 147,570 square kms. [8] crisscrossed by numerous rivers including the mighty Padma or the Ganges Meghna, Jamuna or the Brahmaputra and their innumerable distributaries band tributaries. The country is low-lying riverine land traversed by the many branches and tributaries of the Ganges and Brahmaputra Rivers. Tropical monsoons and frequent floods and cyclones inflict heavy damage in the delta region. The physiographic characteristic is almost homogenous. There are six seasons in a year—where winter, summer and monsoon are prominent.

**Administrative Structure:**
The Republic comprises three basic organs: (i) The legislature, (ii) The judiciary and (iii) The executive. The constitution of Bangladesh provides for a unicameral legislation, which is called Jatiya Sangsad or Parliament. It consists of 300 members directly elected by the adult population. The member of Jatiya Sangsad elects another 45 Female members. The Jatiya Sangsad elects a President and the country regained parliamentary Democracy. Bangladesh is governed by a parliamentary Form of Government, the Prime Minister is the chief Executive of the country.
He/she is elected by the President of the major party leader. He/she has a council of Ministers who assist him/her in the discharge of his/her duties. The country is divided into six Administrative Divisions namely Dhaka, Chittagong, Rajshahi, Khulna, Barisal and Sylhet, each of which composed of districts. There are 64 districts, which are in turn divided into Thanas/Upazilla. There are 507 Upazilla/Thanas each divided into unions, mouzas and villages at the lowest level. [9] Within each Upazilla’s area there are a number of ‘Unions’ or groups of villages. There are 4484 Unions in Bangladesh comprising a total of some 87,319 villages. In each Union, there is a ‘Union Parishad’ responsible and accountable to the local people and acts as the local government at the lowest tier. There are other local government institutions in the urban and rural areas. In the urban areas, there are city corporations and municipalities headed by mayors and chairman. The country is divided into 254 Municipalities and following 6-city corporations. [10]

1. The Dhaka City Corporation
2. The Chittagong City Corporation
3. The Rajshahi City Corporation
4. The Khulna City Corporation
5. The Barisal City Corporation
6. The Sylhet City Corporation.

The administrative structure i.e. Divisions & Districts are shown in the map.
Population:
Bangladesh is one of the world’s most densely populated nations and controlling population growth is a major government priority. The population of the country stood at 141,340,476. The urban population is 30.46 million, while that of rural population 99.57 million. The densely of population is approximately 2542 per square mile. The sex ratio of the population is 100:106 (for 100 females 106 male).

Chart –2.1: Population in Bangladesh


Dhaka is the capital city having population 10,356,500 and other larger cities having population namely, Chittagong, 2,592,400; Khulna, 1,211,500. Country’s population is almost evenly distributed throughout its 64 districts except for the three Hill Tracts districts, which are rather sparsely inhabited. Regionally, the eastern districts have a slightly higher density than the western ones. The tribal people, who lead a simple life, are generally self-reliant, producing their own food and drinks and weaving their own clothes. Bangladesh is a predominantly rural country. Urbanization has however been rapid, with the urban population growing at an annual rate of 5 percent over the past decade.
Literacy in Bangladesh:

The literacy rate in Bangladesh is 67%.[13] Bangladesh has a strong national commitment to education with the State having "a Constitutional obligation of providing basic education to all its citizens by removing illiteracy within a given time frame". The Government of Bangladesh has made, as its major focus, the eradication of illiteracy through the development of basic education. Basic education is delivered through two parallel systems, the formal and the non-formal. Because of the high level of national commitment, the government has recorded outstanding progress in education especially in primary and Non-Formal Education. Literacy rate is low and there is a significant disparity between female and male literacy rates. However, with on going awareness of both the government and NGO's, literacy rate has been going up. Bangladesh gets International Literacy Prize 1998 from UNESCO for its ongoing literacy rate. It is targeted that, the country will be illiteracy-free by the year 2005.

Education in Bangladesh:

At the beginning of the nineteenth century a system of liberal English-language schools based on the British model was instituted in the region that now constitutes Bangladesh. The emphasis on British education led to the growth of an elite class that provided clerical and administrative support to the colonial administration but did not develop practical skills or technical knowledge. The new elite became alienated from the masses of the people, who had no access to the new education system. The constitution of Bangladesh adopted on 4, November 1972 [14] makes the state responsible for the provision of free and compulsory education and eradicate the illiteracy. Education Systems in Bangladesh is being managed and administered by two Ministries/Division, viz. Ministry of Education (MOE) and Primary and Mass Education Division (PMED) in association with the
attached Departments and Directorates as well as a number of autonomous bodies.

The education system is divided into 4 levels, Primary (from grades 1 to 5), Secondary (from grades 6 to 10), Higher Secondary (from grades 11 to 12) and Tertiary (This is of 2-year Pass-Course or 3-year Honours Course for Bachelor Degree followed by a 2-year Masters Course for Pass graduates and 1-year for Honours graduates. The Colleges and Universities offer these courses of studies). Alongside national educating system, English medium education is also provided by some private enterprises. They offer 'A' level and 'O' level courses. There is also Madrasah system, which emphasizes on Arabic medium Islam-based education. There exist 5 stages of Madrasah education system (Islamic Education) with 5-year Ebtedayee, 5-year Dakhil, 2-year Alim, 2-year Fazil and 2-year Kamil courses. The lone Madrasah Board of the country supervises this system. The five years of lower secondary education concludes with a Secondary School Certificate (SSC) examination. Students who pass this examination proceed to two years of Higher Secondary or intermediate training, which culminate in a Higher Secondary School (HSC) examination. Six education boards lead by the Ministry of Education deal with education up to HSC level. Undergraduate level is finished with HSC. Then begins graduation level, which is dealt by Universities. Universities also offer Master's and Doctorate degrees. There are 21 government universities and approximately 52 private Universities in Bangladesh. [15] Few Specialized universities are also available in Bangladesh. In addition, to the teaching universities, a National University for affiliating government and non-government Colleges and an Open University has been created in 1992. A law passed by the parliament provides for the establishment of universities in the private sector. The first degree awarding private university The North South University started its academic session in Dhaka on 11 January
1993 and another private university is the Independent university, Bangladesh. There are separate streams, which exist for vocational, technical and professional education like Engineering, Medical, Agriculture etc. In addition to the teaching universities, a National University for affiliating government and non-government Colleges and an Open University has been created in 1992. A law passed by the parliament provides for the establishment of universities in the private sector. The first degree awarding private university The North South University started its academic session in Dhaka on 11 January 1993 and another private university is the Independent university, Bangladesh. [16]

There are separate streams, which exist for vocational, technical and professional education like Engineering, Medical, Agriculture etc. After completing the Junior Secondary level (Grade-8), students enter into Vocational Training Institutes for 2-year SSC (Vocational) courses and after having SSC (Vocational)/SSC (Science) they enter into Vocational Training Institute (VTI), Polytechnic Institutes for 2-year HSC (Vocational)/3-year Diploma-in-Engineering courses. After passing HSC (Science), students enter into 4-year B.Sc. Engineering/5-year MBBS (Medical)/4-year B.Sc. (Agriculture) course offered by different Colleges and Universities.

Maximum educational institutional are supported by the government either fully or partly. Traditionally the Ministry of Education (MOE) of Bangladesh has been a monolithic organization to look after the various sub-sectors-primary and adult education, secondary education, technical education, Madrasha education and higher education. Obviously, in its existing set-up, it was not possible for the MOE to cope with the new demand of Education for All (EFA). [17] Consequently, as a major strategy to intensify EFA efforts, on September 6th, 1992 a new Division entitled, “Primary and Mass Education division” (PMED), was created and placed directly under the Prime Minister of the country. A 50 member national
committee was set up under the Prime Minister of Bangladesh in January, 1993, for finalizing a National Plan of Action (NPA) for education for all for implementation by 2000 A.D. [18] The Ministry of Education 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 control. [19] Educational Management in the Post Primary education sector is described as follows:

**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 Upazila/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, mono-techniques 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. The Secretariat of
the Commission is normally headed by a senior official designated as Secretary.

In addition, the following Staff Departments/Professional Bodies of the MOE perform specialised functions assigned to them:

i. **National Academy for Educational Management (NAEM):**
   This Academy is responsible for in-service training of senior educational administrators and teachers of the secondary and higher secondary levels. This academy also conducts the Foundation Training of the Officers of the Bangladesh Civil Service (Education) Cadre.

ii. **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.

iii. **Bangladesh Bureau of Educational Information and Statistics (BANBEIS):**
    This organisation is responsible for collection, compilation and dissemination of educational information and statistics at post-primary level of education. This organisation is the Apex Body of the Educational Management Information System (EMIS) of the country. It is also the National Coordinator of RINSCA (Regional Informatics Network for South & Central Asia). Recently it has been assigned with the important task of selecting, processing and computing data necessary for awarding government subvention to all the private education institutions.

**Library & Information Science Education:**

A library conserves knowledge acquired by men in their intellectual pursuits for in generating new ideas and discoveries, while 'education' is an art of making available to each generation the organized knowledge.
Library is like a heart to educational institution. To improve the libraries in educational institutions of Bangladesh, some education commission was formed to make recommendations but libraries did not figure in the development schemes. Libraries did not receive a fair share of the development expenditure, building or expansion plan did not provide for the library and where it did, the provision was less than the need. Hence insufficient of library accommodation is noticeable everywhere. Further more budget provisions for books and journals, the number of efficient library workers and the quantity of library furniture and equipment were so inadequate that one can say that there is hardly any library in most of the educational institutions of the country.

In 1952, formal library education in the country was introduced, when Late Mr. Fazle Elahi, the then Librarian of the Dhaka University, instituted the first three-month certificate course in librarianship at Dhaka University Library. The programme was, however, abandoned after only one session. [20] According to Ahmad [21], apart from the higher training facilities under the Technical Assistance Programme of the Colombo Plan in 1953-54, four 3-month subject-wise training were conducted between 1955 and 1959. The training course was sponsored by full bright Programme under the supervision of Late Mr. M S Khan, the then Librarian of the Dhaka University Library. Till October 1958, no training facilities were available in the country. After that, the then East Pakistan Library Association, now the Library Association of Bangladesh (LAB), initiated a regular 6-month certificate course in librarianship. Practically, it was the predecessor of regular library education in the country. A great breakthrough in the field of library education occurred when the post-graduate Diploma course in Library Science was introduced on a trial basis by Dhaka University in 1959. A one-year Master's degree course in Library Science was introduced in 1962. However, the landmark year in regard to library education in Bangladesh was 1964-65 when the Department of Library
Science was instituted under the Faculty of Arts at Dhaka University. From the session 1975-76, Dhaka University started an MA preliminary course in Library Science and thereby a two-year Masters Degree programme in the subject was introduced. [22] The department also introduced M. Phil. in 1976 and Ph D programme in 1979. During the session 1987-88, the post-graduate Diploma course was abolished and a three- year honors course at undergraduate level leading to Bachelor of Arts in Library and Information Science was introduced. It is to be mentioned that in keeping with the demand of the day the department has changed its name to the Department of Library and Information Science and necessary changes have been made in the courses too. Besides Dhaka University, Rajshahi University started a one-year post-graduate diploma course in Library and Information Science in 1991 and followed by a B.S.S Honors course in 1993 and Masters degree course in 1997. In 1997-98 session Department of Library and Information Science, University of Dhaka started 4-year Honor’s course instead of 3-year honor’s course & one-year Masters course. Department of Library and Information Science, Rajshahi University also started same course in the year of 1997-98. The University of Dhaka again renamed the Library & information science as the department of Information Science and Library Management (ISLM) in 2001-02.

Library Associations & Activities:

The Library Association of Bangladesh (LAB), the national association in the field of librarianship was established in 1956. Since its establishment, it has been continuously trying to develop the status of libraries, improve the status & service conditions of library professionals. [23] LAB sponsors the Library Training Institute in Dhaka, which offers Library and Information Science courses and training programmes and supports continuing education opportunities for librarians through seminars and symposia’s. The institute sponsors a six- month certificate course in library science since its inception; a 12-month post-graduate diploma course in Library
and Information Science and a basic Librarianship course for armed forces personnel and other special courses since 1989-90. The association also established the Library Training Institute in Khulna, Rajshahi, Chittagong, Barisal, Mymensingh and Tangail. At present 11 Library Science Institute offered postgraduate diploma in Library and Information Science throughout the country, which are affiliated by the National University. The association also publishes the twice-yearly journal The Eastern Librarian and obtained its affiliation with IFLA and COMLA. Along with LAB, for professional interest, there are at least eight associations in the country, most of them are local and of special interests. A complete professional association—Bangladesh Association of Librarians, Information Scientists and Documentalists (BALID) has established in 1986, with a professional promise to contribute the library profession in the country. However, BALID is also engaged in arranging professional training, seminars and publishing its newsletter Informatics at a regular interval. From 1996, another institute namely Institute of Library and Information Management (ILIM) started offering Post-graduate Diploma in Library and Information Science, which is sponsored by the Council of Library Professionals, Bangladesh (CLPB). The institute is located in Dhaka.

The libraries in Bangladesh are at developing stage. They are operating more or less under a chain of network, but the essential characteristics of library service have not developed that much from the point of view of the number of libraries, Skilled, manpower, systematic operation, modern technological facilities, utility orientation of the system etc.; and even from the point of view of the estimated potential users population (EPUP). The library system in the country still presents a poor picture and is rather passing through a traditional stage. As the profession is now attracting people from different social backgrounds and good academic qualifications, it is expected that over the years, this predominantly young
group of professionals will be able to organize the entire library system of Bangladesh.

The present pattern and courses of studies of library education and training in Bangladesh have been depicted in the foregoing study. It is now necessary to evaluate how far these courses at different levels of education for librarianship are appropriate for Bangladesh in the context of her socio-economic and educational conditions. To make the library education and training appropriate for library professionals in Bangladesh, it is essential to evaluate the same with due emphasis on two factors: i). the needs of the society on the one hand, and ii). to focus on more progressive curricula of modern world on the other. The role of library is thus changing, so the library and information science schools in Bangladesh need to modify their curricula to prepare their students. So that they are capable of handling many aspects of modern technology and library and information science and services. The goal of library and information science teaching should therefore, be concerned with principles and theories applicable for the present and near future that are essential to the basic usefulness in the operations of automated systems and services in the modernization process of library and its information services.

The expansion of libraries and documentation centers in the country during the last two decades or so, job opportunities have greatly improved and persons with good academic and professional qualifications were able to find good employment without facing much competition. Every year library science degree holders is increasing but the number of coming out with M.Phil and Ph.D degree is still insignificant. Because of the fact that there is still no systematic planning for the profession, the vast annual increase in the number of library science graduates has gradually led to a situation of unemployment in the country. Because of the resultant increase in the number of Masters degree holders who would thus qualify from the university, the problem of finding suitable employment would become quite
difficult. This point gains further significance because like several other professions there still is not proper manpower planning in this field.

The next chapter deals with the Library System.
References:


10. Ibid


