2014

Library and Information Services for the Distance Learners with Special Reference to Bangladesh Open University (BOU)

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Library and Information Services for the Distance Learners with Special Reference to Bangladesh Open University (BOU)

Thesis Submitted to the Institute of Bangladesh Studies for the Degree of Doctor of Philosophy in Information Science and Library Management

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Rajshahi, Bangladesh

June 2014

Library and Information Services for the Distance Learners with Special Reference to Bangladesh Open University (BOU)

Ph.D. Thesis

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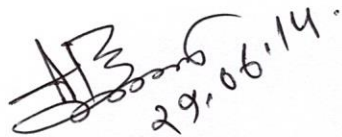Rajshahi, Bangladesh**

June 2014

Dedicated

To

My Parents

DECLARATION

The work reported in this thesis entitled "**Library and Information Services for the Distance Learners with Special Reference to Bangladesh Open University (BOU)**" is an original and has not been submitted by me to any university or institution for the award of any degree or diploma.

Such material as has been obtained from other sources is duly acknowledged in the thesis.

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CERTIFICATE

Certified that the work incorporated in this thesis entitled **"Library and Information Services for the Distance Learners with Special Reference to Bangladesh Open University (BOU)"** was carried out by Partha Biplob Roy under my supervision. In my opinion, Partha Biplob Roy has certainly made distinct contribution to the field of Distance Education through this work. This thesis or the part of it, as far as I know, has not been submitted to any other university or any institution for any degree.

29.06.14

Professor Muhammad Mizanuddin

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Acknowledgement

First and foremost, I would like to express my deep gratitude to almighty God for giving me the strength, ability and determination to carry out this research.

I wish to express heartiest gratitude to my research supervisor Dr. Muhammad Mizanuddin, Honourable Vice-Chancellor, University of Rajshahi and Professor, Department of Sociology whose guidance and instruction helped me to achieve my goal and complete this research work. His active cooperation, constructive suggestions, useful comments and lesson assisted me to construct conceptual and theoretical framework and supported me to develop the methodology of this study. His contribution enriched this research work significantly and made this standard one.

I would like to express my sincere gratitude to professor Dr. Md. Shahidullah, Honourable Director, IBS and all of my teachers of IBS namely professor Md. Zainul Abedin, Dr. Swarochish Sarker, Dr. Md. Mostafa Kamal, Dr. Zakir Hossain and Dr. Md. Najimul Haque who tought me research methodology and other aspects regarding research at the time of course work and made me competent to do this research work. I also show my gratitude to Md. Monirul Haque Lenin, Senior computer operator and staffs of IBS library and Rajshahi university central library whose cooperation helped me to do my research properly.

I would like to express my gratitude and thanks to all of my colleagues in the department of Information Science and Library Management, University of Rajshahi for their cooperative, thoughtful suggestions and constructive comments which have enriched the study in many ways.

I am very much grateful to director, librarian, assistant librarian and other staffs of BOU library and documentation division and RRC Dhaka, Rangpur, Bogra and Jessore whose cooperation, opinion and service supported me to collect

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Abbreviations and Acronyms

ACRL	Association of College and Research Libraries
ADB	Asian Development Bank
ASK	Anomalous States of Knowledge
AUB	Asian University of Bangladesh
AVC	Audio Visual Cell
AVEC	Audio-Visual Education Center
AV materials	Audio-Visual materials
BA	Bachelor of Arts
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBA	Bachelor of Business Administration
BEd	Bachelor of Education
BIDE	Bangladesh Institute of Distance Education
BOU	Bangladesh Open University
BSS	Bachelor of Social Science
CAS	Current Awareness Service
CD	Compact Disc
CEd	Certificate in Education
CIM	Certificate in Management
E-book	Electronic Book
E-database	Electronic Database
E-document	Electronic Document
E-lending	Electronic Lending
E-mail	Electronic Mail
FAQ	Frequently Asked Questions
FAX	Facsimile
Govt.	Government
HSC	Higher Secondary Certificate
ICT	Information and Communication Technology

IER	Institute of Education and Research
ILL	Inter Library Loan
MBA	Master of Business Administration
MEd	Master of Education
NEC	National Evaluation Committee
NIEAER	National Institute of Educational Administration Extension and Research
NIEMT	National Institute of Educational Media and Technology
NSC	National Steering Committee
ODA	Overseas Development Authority
ODL	Open Distance Learning
PC	Personal Computer
PEC	Project Evaluation Committee
PGDM	Post Graduate Diploma in Management
RRC	Regional Resource Center
SBP	School Broadcasting Program
SDI	Selective Dissemination of Information
SEU	Southeast University
SMS	Short Message Service
SPSS	Statistical Package for Social Sciences
SSC	Secondary School Certificate
TAP	Technical Assistance Project
UNESCO	United Nations Educational, Scientific and Cultural Organization
USIS	United States Information Service
WWW	World Wide Web

Chapter One

Introduction

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Chapter One

Introduction

1.1 Prelude

It is highly recognized by all that education is the fundamental right of all the citizens of a country. For ensuring this right, the government of every country primarily conducts traditional education system. In traditional education system, face-to-face communication between teachers and learners is present where class-room-based instruction is imparted. But it is not always possible to make equal educational opportunities to all in traditional education system. There are many factors that hindered people in attaining traditional education system. In this type of education system, it is impossible to educate or to provide educational environment to those who cannot afford to attend classes in any traditional educational institution because of their poverty. People who are deprived from formal schooling due to various reasons such as age, absence of educational institution, unawareness, ignorance etc. cannot get any chance to start their education again in traditional education process. Hence, "Distance education" is a system that grows to overcome those problems. It is a type of education that is delivered from a distance to the learner (Aina 2008).

In traditional education system, direct communication prevails between learner and teacher but in distance education not only teacher and learner are separated but also learners from the learning group are separated by physical distance where direct communication between teachers and learners is absent. Because of this characteristic, distance education is non-contiguous education (Rumble 1986). The separation of the teacher from the taught distinguishes it from the traditional system of education and forms the basic philosophy of distance education (Kanjilal 1995). In this type of education, an educational agency or organization bears the whole responsibility for creating an educational environment and centrally acts for designing course materials, organizing

student support services, selecting document delivery modes, planning library and information services etc. Here, an institution teaches in lieu of a teacher.

Distance education is an umbrella term which indicates the tangible distance between the learners and the teachers where the process of teaching and learning is not confined within the four walls of the classroom any more (Manjulika & Reddy 1998). In distance education, some forms of mechanical or electronic communication devices are being used to bridge the teacher and the learner, the learner and the learning group and remove the physical distances between those groups. Technology acts as an interface for face to face communication. In distance education the student and the instructor, while physically separated are intellectually connected via technology (Burke 1998). Distance education offers educational facilities to all persons irrespective of age, sex, race, nationality, religion, educational experiences etc. It appears to help adults who are dropped out from education from any stages in their student life and acts as an alternative way to teach the adults. Distance education system plays vital role for providing equal opportunity to acquire education to all. The importance of distance education is noticed clearly in the field of human resource development and also in the transformation of social and cultural backgrounds of the people (Kuruba 1999).

In the past, necessity of the provision of education for all was felt and various initiatives were taken for inspiring people in learning in Bangladesh. As a result of these feelings and initiatives, Bangladesh Open University (BOU) comes into being in 1992. It is the only institution that organizes such type of education in this country at first. Since its inception, BOU has taken various noticeable initiatives to highlight and popularize distance education and has created a distinct educational environment all over the country. Its activities, learning strategies and student support services are highly appreciated at all levels. As an educational institution, BOU tries to organize "library and information systems and services" to teach distance learners systematically.

According to Kanjilal (1995), "this is because in this system the teachers are away from each other and the instruction is imparted through some media or the other. One of the main aim of this form of education is to stimulate the student for self-study based on instruction packages he receives. Therefore, the service from a well-equipped and efficient library, which is conveniently accessible, is a must for the success of this academic process". At present, BOU provides library and information services to its large number of distance learners with the help of its library and documentation division, which is located at BOU main campus, Gazipur. Very recently BOU has established library and information center in each of its Regional Resource Center (RRC) situated in Dhaka, Mymensingh, Barisal, Jessore, Rangpur, Bogra, Rajshahi, Sylhet, Chittagong, Comilla, Khulna, and Faridpur to serve distance learners.

But it is very difficult to provide library and information services to all distance learners through 13 libraries only. Since the distance learners are physically separated from the teacher and since there is an acute lacking in using the modern sophisticated technologies to deliver the lectures and literatures to our distance learners, it is an urgent need to design proper policies by the BOU authorities where satisfaction of distance learners should take great emphasis and the development of BOU libraries and its library and information services and systems should take priority.

1.2 Statement of the Problem

It is undoubtedly said that distance education is a system, aimed to support lifelong learning process. It is becoming increasingly popular as economic forces encourage and new technologies facilitate, its spread (Potashnik 1998). In distance education, learners do not have classroom lectures, seminar discussion or the formal learning experiences. Because of these absences a question may arise that how do distance learners learn? Who help them in learning? In this respect the role of library and information center comes into

front. The importance of libraries in distance education is very high. For this reason the role of library in distance education must be acknowledged by planners of distance education (Kascus & Aguilar 1988). Holmberg (1988) stated that providing distance education without adequate library and information services would result in producing learners with narrow experience in research-led inquiry. It always aids the distance learners as it helps the students in traditional education process. Library and their offered services are crucial to the distance learners because these services are the one which directly teach them and fulfill their demand in lieu of a teacher and class lectures. Considering these, the library of a distance teaching institution should perform various activities namely building library resources, organizing, processing, arranging, circulating library materials, offering library services and disseminating library materials for the distance learners.

The distance education system in Bangladesh started in 1992 by the establishment of BOU at government level. For fulfilling some basic objectives BOU worked hard and tried to educate our people and take part in national development. In organizing distance education system, BOU specified distance learners and assessed their necessity firstly. Based upon the assessment BOU has begun to offer various formal and non-formal programs, design course curriculums, course materials, provides student support services and supports learners in pursuing their education. BOU started library and information services for its learners from 1992. But unfortunately, BOU cannot achieved expected succession regarding the development of library systems and services till today.

The BOU library and information centers do not provide all the library and information services as laid down in the Association of College and Research Libraries (ACRL 1990) guidelines, an association that published several guidelines and standards for the libraries of distance teaching institutions, in 1990. BOU library and information centers do not collect library materials by consulting instructors and distance learners. In selecting library materials they

do not assess the needs of the instructors and distance learners. Library processing activities like catalogue, classification, bibliography, index, abstract are not properly prepared or done by them. As a result, the distance learners do not know which materials the BOU libraries have and which materials they need. BOU libraries provide most services manually. They do not support those learners who are not able to access the library physically. In other words, the distance learners have no opportunity to access BOU libraries from outside through the use of new technology like Internet. Even the libraries cannot provide proper services to those who visit the library physically. The basic library activities namely acquisition, organization, processing, circulation, storage, retrieval, dissemination are not properly done considering distance learners' needs. For these reasons the existing BOU library systems can not able to satisfy its learners highly.

In this context, it is said that the importance of library and information center in distance education is overlooked or neglected by the planners of BOU and hence, it is regarded as a general problem to the researcher. In absence of this core component, reading habit of the distance learner is not developed, qualitative human resource is not produced and creativity of the distance learner is not generated properly. Moreover, the development of BOU library and documentation division and spreading library services by establishing libraries in each regional resource center are remarkable initiatives for increasing the status of distance education system in Bangladesh. But the problem is that the BOU libraries are not highly used by the distance learners. Finally it is said that BOU distance learners cannot get library services as they expect. BOU should take initiative to organize such a library and information systems and services that help distance learners in meeting their requirements quickly, easily and timely. This study has been conducted based on the data collected from director, librarian, library assistant of library and documentation division of BOU and RRCs and distance learners to analyze the present

situation of BOU library systems and services and also to propose suitable solutions or plans for improvement.

1.3 Research Questions

In Bangladesh, BOU organizes distance education system firstly and offers various formal and informal programs for the distance learners. As an essential ingredient of an educational institution, BOU need to provide library and information services to its learners. At present BOU offers library services through its library and documentation division and regional resource centers' libraries. This study has been conducted for designing better library and information systems and services for the distance learners of Bangladesh keeping the following questions in mind:

1) How does BOU conduct library and information systems and services for the distance learners?
2) Which library services and facilities does BOU offer for distance learners?
3) Which ways does the distance learner apply to get library services and facilities from BOU?
4) Which library services, facilities and instructions does the distance learner need?
5) What are the distance learners' opinion regarding library and information systems and services of BOU?

1.4 Objectives of the Research

The present study has been proposed mainly to develop plans for modernizing library systems and services of BOU. More specifically the study has been designed;

1. to explore library and information services and facilities that are presently offered by BOU libraries for the benefit of the distance learners.

2. to examine technologies that are used by BOU libraries for providing library services to the distance learners.

3. to assess the library needs of the distance learners.

4. to evaluate distance learners' opinion regarding existing resources, services and facilities provided by BOU libraries and to specify their dissatisfied areas that need to be analyzed and solved urgently.

1.5 Justification of the Research

For spreading distance education system and popularizing it to the general people, free flow of required information to the learners and easy access to the library are of great importance. The current states of information need of distance learners are diverse and different. They require standard library and information services that are available and easily accessible. For this reason, existing BOU library and information systems should be developed. But unfortunately any study for the improvement of library and information systems and services of BOU distance learners was not conducted by anybody before this study in Bangladesh. The absence of research on this field makes the research so important. The significance of this study is to explore the importance of libraries in distance education system in Bangladesh and to provide better suggestions by which BOU can able to meet distance learners' need and provide proper library and information services. So the result of this study is very important through which the distance learners may get library support services in time of need. The justifications of the study are as follows:

1.5.1 Enhancing the Quality of Distance Education in Bangladesh

Compared with international aspects distance education system begins later in Bangladesh. As like as other developed countries and our neighboring countries like India and Pakistan, Bangladesh always works for bringing standardization of this education process. This study takes part in developing distance education in Bangladesh and proposes strategies in providing library

services and facilities that are treated as a key parameter for improving the quality of distance education. It will definitely contribute not only to extend the distance education but also to develop the quality of distance education in Bangladesh. This study is significant in introducing new ideas in the field of library services by which distance learners, instructors and staffs will able to improve their understandability, perception and knowledge in continuing their teaching-learning activities.

1.5.2 Providing Suggestions to Establish a Perfect Library System for Distance Learners

The main aim of BOU is to build distance education system throughout the country by which every citizen will able to get opportunity to be educated. For meeting this objective, BOU need to organize such library and information systems that are available and freely accessible from any part of the country. This study is much more relevant to that vision. It will insist BOU authority to design standard library systems, aids them to enrich the quality of their student support services and helps distance learners in fulfilling their different informational and documentary needs.

1.5.3 Planning Appropriate Library and Information Services for Distance Learners

A library and its offered services are the heart of any educational institution. Their essentiality is higher in distance education system than traditional education system because library plays as the only authentic source in distance education system from where the distance learners get their required documents, information and instructions. For this reason, library services and resources of a distance learning institution should be freely accessible. This study will help BOU to provide effective library and information services, to organize standard teaching and learning environment and support distance learners in pursuing their education.

1.5.4 Understanding Learners' Library Needs

Designing appropriate library and information services for the distance learners are the main function of the library of a distance teaching institution. It is very difficult tasks that require assessing and analyzing different needs of distance learners. The aim of this study is to specify the reasons of library needs of BOU learners that help library authority to decide their strategies in organizing library services. From this study, it is possible to assess the distance learners need properly.

1.6 Methodology of the Study

The overall procedures that the researcher of this study followed to achieve the study objectives as well as to conduct this study step by step are discussed in the following sections.

1.6.1 Type of Research

The type of this study is mix methods research. The researcher of this study uses the qualitative research paradigm for one phase and quantitative research paradigm for another phase. In this study, findings cannot be generalized beyond the study sample. Causes and effect relationships cannot be tested in this study. This exploratory study investigates the why and how of decision making. All this makes the study a qualitative research. In this study, the researcher quantifies data and analyzes the quantitative data using mathematical and statistical method and generalizes findings. The data collecting procedures and process of data analysis make the study a quantitative one.

1.6.2 Research Method

Based on the study objectives, nature of the problems and field of investigation, case study method was applied to conduct this study. In this study the researcher tried to bring out the details from the viewpoint of the distance learners and analyzed the opinion regarding BOU library systems and their

needs. This study intended to trace out problems or issues experienced by distance learners and took action to overcome the existing problems. The justification for use of this method is that it is suitable to investigate contemporary phenomena in different areas of library systems, library services, library facilities and library instructions. This type of method is appropriate to conduct this study because it is concerned with describing real situation.

1.6.3 Study Area

Bangladesh Open University is the core institution around which the research has revolved. BOU provides library services through its library and documentation division which is located at the main campus, Gazipur and 12 RRCs which are located at Dhaka, Khulna, Rajshahi, Rangpur, Jessore, Bogra, Barishal, Mymensingh, Comilla, Chittagong, Faridpur and sylhet. The present study has been done by investigating the BOU library and documentation division and RRC library Dhaka, Jessore, Bogra and Rangpur. So, the area of this study is Dhaka, Jessore, Bogra and Rangpur district.

1.6.4 Study Population and Sample

In relation to the study objectives, the population and sample for this research were designed for two groups separately. One was for the organizational units of BOU (who offer library and information services i.e. service providers) and the other was for the distance learners (who are interested to get library and information services i.e. service taking group). For the first one, all the organizational units of BOU which offer library and information services to distance learners i.e. BOU library and documentation division and Regional Resource Centers' (RRC) libraries (12) were regarded as population for this study. From the population, 5 library and information centers were taken under investigation and treated as sample purposively. The sample library and information centers were;

a) BOU Library and documentation division, Gazipur

b) Regional Resource Center, Bogra

c) Regional Resource Center, Jessore

d) Regional Resource Center, Dhaka

e) Regional Resource Center, Rangpur

For the second group, the study population consisted from the learners of the RRC Dhaka, Bogra and Jessore who used RRC libraries. In this case, the researcher choose library users from three RRC libraries purposively because these libraries provided better services to distance learners than other RRC libraries and the library resources and infrastructural facilities of these libraries were comparatively better than other RRC libraries. In absence of any written document, the researcher depended on the library staffs for selecting total number of library users per month (on the average) of these RRC libraries and they reported that there were approximately 400, 500 and 700 users used RRC library Dhaka, Bogra and Jessore respectively. For this reason, the total numbers of 1600 library user were regarded as population for this study. From the population only 10% (40 from RRC Dhaka, 50 from RRC Bogra and 70 from RRC Jessore) i.e. 160 distance learners were selected randomly as sample for this study. The distance learners who meet the following criteria were included as sample for this study.

a) visit the RRC library at least once in a month for getting information and document.

b) have minimum one year learning experience.

c) be a learners of a program of minimum two year duration.

d) be willing to participate.

1.6.5 Sources of Data

Both primary and secondary sources were used to conduct this study. Administrators, librarian, library assistant and staffs under selected regional resource centers were treated as primary sources of data. Primary data was

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collected from the librarian, library assistant and staffs of library and documentation division of Bangladesh Open University. The distance learners under selected RRCs were also regarded as the primary sources of data. Any published document such as book, journal, periodical, newspaper, article, thesis, dissertation, official records, reports related to the study were regarded as secondary sources of data for this study. With the help of these secondary sources, the theoretical framework of this study was constructed.

1.6.6 Data Collection Instrument

Survey method was applied for conducting this study. Questionnaire, a printed self report form, was chosen as data collection instrument. To ensure high response rate and to reduce time and energy, the questionnaire method was selected by the researcher. Two sets of structured multiple response questionnaire were designed separately for collecting data. One was for the director/ librarian/library assistant of the organizational units of BOU who offer library and information services and the other was for the distance learners. Both questionnaires consisted mainly of closed-ended questions and a few open-ended questions. The researcher of this study decided to prepare close ended questionnaire mainly because it is easier to compare the responses to each other. Both questionnaires were in English. The questionnaire for library and information centers was divided into three sections. Section A aimed at collecting data about library resources such as library collection, library equipments, library services, library activities, library personnel and library facilities. Section B aimed at getting data about the techniques and action that were applied by the library to provide better services. Section C aimed at collecting data about problems that they faced at the time of providing better library services and staffs comments for improving present system. The questionnaire for distance learners was divided into three sections also. Section A, aimed at getting demographic information of the distance learners such as name, age, gender, experience, geographic area. Section B aimed at knowing

opinion about the library and information services, facilities, resources, instruction and guidance that they need. And section C aimed at knowing learners' opinion regarding the library services, facilities and resources they get. An instruction i.e. "please tick the chosen responses" was attached to the questionnaire to guide the respondents.

1.6.7 Data Collection Procedure

The researcher visited sample libraries and distributed questionnaire personally to the librarian or administrator of those libraries for collecting data related to existing library and information systems and services. Besides questionnaire interview and observation methods were also used to collect data from the sample libraries. For collecting data regarding distance learners' library need and their perception the researcher meet sample learners of the selected RRC libraries. The researcher organized group discussion among the sample distance learners at the library room of the regional resource center at Dhaka, Bogra and Jessore and distributed questionnaire to the distance learners. At the time of group discussion the researcher explained the research goal and the questions and multiple answer options of the questionnaire to help distance learners in choosing right decision. After some time, the researcher collected all filled up questionnaires from the sample respondents. The data was collected over a period of six months.

1.6.8 Data Analysis and Data Presentation

With the help of computer, all the data collected from the samples of this study were processed to draw results. After checking correctness and completeness of the questionnaire, the act of data organization and analysis were begun by coding and keying data into a database in Statistical Package for Social Sciences (SPSS). Descriptive responses were then analyzed in accordance to frequency distribution and descriptive statistics. Subsequently, tables and pie

charts were prepared by using frequencies to display results in pictorial form. The results were also interpreted and presented in theoretical form.

1.7 Scope of the Research

The study has been conducted for evaluating the present status of library systems and services of a distance teaching institution namely BOU. It explored distance learners' necessary library and information services, facilities and equipments. It examined the techniques that are followed by BOU to offer proper library and information services to the distance learners. In this study the researcher collected data from those distance learners who enrolled in SSC, HSC, BA, BSS programs in Jessore RRC, Bogra RRC and Dhaka RRC to know their library needs. From the learners of these programs, the researcher conducted investigation on 160 distance learners who used libraries in Jessore RRC, Bogra RRC and Dhaka RRC. In this study 5 library and information centers of BOU were selected as sample to examine existing BOU library systems and services.

1.8 Limitations of the Research

Various aspects namely designing course curriculum, mode of teaching, document delivery techniques, communication modes, student support services, course materials development, examination and evaluation techniques, management system, library and information services system etc. are involved with distance education. But the study did not cover all of these mentioned aspects. The study did not investigate all the institutions that offered distance education in Bangladesh. Moreover all the library and information centers of BOU and their distance learners were not surveyed in this study. The library users of RRC Dhaka, Bogra and Jessore were included in the present study only. The students from the core program namely SSC, HSC, BA, BSS were selected as sample for this study that means the students from other programs namely BBA, MBA, CEd, BEd, MEd, CIM, PGDM etc. were not included in this study.

1.9 Organization of the Text

This dissertation has been prepared in seven chapters where each chapter is unique from others regarding the discussions.

Chapter One: This chapter briefly describes the objectives and justifications of this study. It focuses few questions based on which the entire study has been done to search the truth or find answers. In this chapter, the researcher describes the research methodologies that are followed for conducting this study.

Chapter Two: In this chapter, theoretical analysis of the literature related to the study are discussed to identify the research works that have already been done, to specify the research gap and to establish the importance and rationality of conducting this study in Bangladesh.

Chapter Three: This chapter discusses elaborately the concept distance education mentioning its objectives, importance and characteristics. It explores the rationality of the growth of distance education. It presents differences between traditional and distance education system. It describes the growth and development of distance education in the world. Above these the benefits of distance education are also discussed in this chapter.

Chapter Four: This chapter explores the growth and development of distance education in Bangladesh. The reasons behind the starting of distance education system in Bangladesh are discussed in this chapter. This chapter discloses the role, initiatives, activities, functions and contributions of various institutions that take part in developing distance education system in Bangladesh. It highlights the historical backgrounds and reasons of the establishment of Bangladesh Open University mentioning its existing library systems and services.

Chapter Five: This chapter presents opinions regarding library systems and services of BOU and distance learners' library need that are collected from the sample respondents (library staffs and distance learners) through multiple response questionnaire. All the data that analyzed with the help of computer

and with the application of statistical methods are shown in this chapter in tabular forms. It also presents theoretical explanation of the data that presented in each table and figure.

Chapter Six: This chapter discusses the findings i.e. output of the present study and explores the existing situation and condition of BOU library systems and service mentioning its positive aspects, constraints, limitations and weaknesses. In some cases figures are used to present findings clearly.

Chapter Seven: The library and information services that are needed for distance learners of BOU are discussed elaborately in this chapter. On the basis of output and problems involved in the study field, the author of this study proposes recommendations as plans for improving BOU library systems as well as developing distance education system in Bangladesh that are discussed in this chapter.

1.10 Conclusion

Distance education is an alternative mode of education for the people who are drop out from education. In fact distance education enables institutions, governments and countries to train staff, upgrade peoples' academic and professional qualifications and impart new skills without withdrawing them from their duties in nation building (Kamau 1999). On the other hand, the nerve centre of the university, in fact, that of all systems of education is a library (Arora 2008). For this reason, the study explores the importance of library and information center in distance education. In this chapter, the researcher tries to discuss the problems of BOU library systems and services and presents proper justification of this research. This chapter clearly discusses the population, sample, sources of data, data collection tools, techniques of data collection and process of data analysis and data presentation of this study. The researcher also expresses the scope and limitations of this study in this chapter. In light of the research methodology discussed in this chapter and based on the theoretical framework, the study was conducted and found significant output that not only disclosed the existing library systems and services of BOU but also provided

suitable suggestions for improvements. In this context, the review of literature, an analytical literary work that done by the researcher for conducting this study is discussed in chapter two.

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Chapter Two

Review of Literature

2.1 Introduction

2.2 Review of Literature

2.3 Conclusion

2.4 References

Chapter Two
Review of Literature

2.1 Introduction

This chapter provides an analytical discussion of the related literature that the researcher of this study reviewed for conducting this study. With the help of this literary work the researcher finds out the research gap that directs him to identify the exact area where the extensive researches are needed. Through this review of literature the researcher also traces out the significant research work that has been done previously, gets indications that are not done and establishes the necessity and rationality of this study.

2.2 Review of Literature

The general area focused and discussed in this study is the library and information systems and services for the distance learners of BOU. Library and information center, its services, delivery techniques, learners' need, library resources, library facilities, personnel etc. are inherent components in distance learners' library system. Considering importance and necessities, various literary works has been done by various authors to explore and to provide clear concepts and ideas regarding those mentioned concepts. As a result, various literatures related to distance learners' library and information services in national and international level have come out. For conducting this study, the books and articles that reviewed by the researcher are discussed below in chronological order.

Dodds (1983) explored administration of distance-teaching institutions. In the discussion, Dodds mentioned the characteristics and advantages of distance education. The author also explained the use of media in distance teaching. Dodds mentioned the way of organizing student support services for learning at

a distance. But one of the limitations of this study was that it did not discuss library and information services of the distance learners.

Parmaji (1984) conducted a study entitled 'Distance Education'. Parmaji discussed correspondence programs, correspondence courses, use of mass media in distance education. Parmaji explained the concept open university and enumerate the student support services for distance learners. The present study is different from Parmaji's work because it takes initiative to design a library system in light of the distance learners' need.

Islam (1987) explained distance education in Bangladesh. The author presented a historical overview of the growth and development of distance education in Bangladesh. The author mainly highlighted the role and contribution of NIEMT and BIDE in starting distance education system in Bangladesh. The author did not discuss the role of libraries and library services in distance education.

Jenkins (1988) narrated Commonwealth Cooperation in Open Learning. In the study Jenkins discussed the distance education system in different countries of Commonwealth Asia. Jenkins presented a brief discussion on the status of distance education in Bangladesh. In the study Jenkins highlighted only the historical aspects of starting distance education in Bangladesh.

Sewart, Keegan and Holmberg (1988) conducted a study entitled 'Distance Education: International Perspectives'. In this edited book Desmond Keegan, Hilary Perraton and David Sewart discussed the concept of distance education. Michael Moore, Otto Peters and Borje Holmberg explained the theories of distance education. John A. Baath, Janet Jenkins and Erling Ljosa enumerated course development in distance education. S. Clenell, J. Peters, D. Sewart, John S. Daniel and Rudolf Schwarz studied student support services. But nobody discussed the role of libraries in distance education.

In 1990, A unit of the ALA namely The Association of College and Research Libraries (ACRL) mentioned the guidelines and standards for the libraries of distance teaching institutions. Guidelines committee explained elaborately various aspects related to build distance learners library services such as library resources, facilities, personnel, library services, management, finances, library education, documentation etc. The committee tried to provide a clear concept regarding the importance of libraries in distance education and mentioned library services that are needed to be offered for distance learners. The present study is different from ACRL standards and guidelines. It tries to organize a suitable library system for BOU and specifies different library services required for BOU distance learners following ACRL guidelines.

Croft et al. (1990) conducted a study entitled 'Distance Education: Development and Access'. In this edited book various authors discussed various aspects such as application of technologies in distance education, strategies for producing materials for distance learners, strategies for developing distance education, distance education and national development etc. But any one of the author did not discuss distance learners library services. The present study is different from that point of view.

Rowntree (1992) stated open and distance learning. In the study Rowntree discussed open learning, distance learning, benefits of distance learning, characteristics of distance learners etc. Student support services and the media used in open learning were also discussed in this work. Rowntree expressed various aspects of distance education. The present study is different from Rowntree's work because it deals only with the library and information services for the distance learners.

Raghunath (1994) enumerated the management of distance education. In the discussion the author explored different aspects of distance education. The academic programs, instruction system, student support services of distance

education system were discussed in this study. This study is unique from the Raghunaths work that tries to recommend policies for organizing library and information systems and services for distance learners.

Sahoo (1994) stated open learning system. Sahoo explained the theoretical and philosophical view of open learning and distance education. In the book the author actually analyzed the essential components that need to be developed and strengthened in distance education. Sahoo discussed the importance and nature of open learning materials. The media used in distance learning namely print based media, educational radio, educational television were also discussed in the book. The present study is different from Sahoo's work because it explores the role of library and information center in distance education exhaustively.

Sharma (1994) discussed the general principles of distance education. Sharma explained the impact of open learning. The uses of radio, television, multimedia in distance education were discussed in Sharma's study. Sharma described different topics related to distance education but did not provide any discussion regarding distance learners' library services.

Brindley (1995) discussed the learners services in open distance learning. He took initiatives to recognize the importance of learners' service against learners' need. He discussed the role of learners' service within the context of an institutions' culture and value system. He expressed the importance of learners' services contextually. In his study, he mentioned that library should offer services in light of the distance learners' requirements. The present study traces out the library services that are needed to the BOU distance learners.

Holmberg (1995) stated theory and practices of distance education. The author discussed the evolution and background of distance education. The author also explained the strategy required to design distance education system. The course development process and the application of different medias in distance

education was enumerated by Holmberg. In the study, Holmberg did not discuss the organization of distance learners' library services. This current study discussed the ways for offering country wide library and information services for the distance learners.

Kanjilal (1995) discussed importance and impact of distance education for educating general people. He also explained the use of information technology in distance learning and the role of libraries in distance education. In the book the author mentioned the importance of libraries in distance education in Indian context. One of the limitations of this study is that without analyzing the needs and information seeking behavior of the distance learners, the author initiated to specify library services for distance learners.

Lockwood (1995) explained open and distance learning. In this study, Lockwood discussed different theories of distance education. Various aspects regarding distance education like student support services, application of information technology, course design, textual materials etc. were discussed in this work. The present study is different from Lockwood's work because it proposes plans for developing country wide distance learners' library and information systems and services.

Snyder et al. (1996) enumerated the role of libraries in distance education. They discussed the expanded activities of libraries for distance learners and explained the procedures in organizing or offering library services. Adjacently they also traced out the duties, responsibilities and role of librarian to cope the diverse need of distance learners. In this study Snyder provided more emphasis in describing the importance of libraries in distance education. One of the vital peculiarities that differ the present study from the Snyder's work is that the present study analyzes the BOU existing library systems and services at first and then propose suitable solutions to enhance and strengthen BOU library systems and services.

Bing et al. (1997) discussed distance library services system. In their study, authors noted the library of a distance learning institution should play such role that enjoys traditional students in formal education process. In their study they tried to show that as like as other system distance library service is a system that runs with some interrelated and interdependent components and works to achieve pre-design goal(s). Bing specified input, processing and output activities of distance learning library system and showed the process of input and presented the result or output after processing activities. Bing's work provided direction for organizing library system and services. The present study has been conducted to build a suitable library and information system for the distance learners of BOU.

Jones and Moore (1997) discussed the library support for distance learners. They explained delivery of materials, reference assistance and library instruction for distance learners. They also discussed the use of information technology in libraries and their application in providing library services. In this study they discussed different library services theoretically. The present study is unique from Jones work because it defines and selects library services after analyzing distance learners need.

Manjulika and Reddy (1998) stated distance education. The authors discussed overall distance education system in India. In their study they highlighted the government policies, initiatives for developing distance education system in India. They also explored the emerging technologies and its impact in distance education. The networking practices in distance education were discussed in their study. They explained different aspects regarding distance education but did not discussed student support services as well as the library services of distance learners.

Fulcher and Lock (1999) conducted a study on library support for distance learning activities at the University of Surrey, Guildford, UK. They disclosed

the role of libraries for distance learners. They discussed the importance of libraries and the use of modern technologies to solve the problem created for information explosion. They suggested that the role of libraries should be expand and change for meeting future challenges. The present study has been done for specifying the needs of distance learners and selecting library services in light of the learners' requirements.

Harry (1999) edited a book entitled 'Higher Education Through Open and Distance Learning'. In this edited book Greville Rumble discussed distance education in Bangladesh. He explained mainly the mission and vision of BOU. The academic programs and delivery technologies of BOU were expressed by the author. In this study, Rumble did not discuss the library support services of BOU. The present study has been conducted for exploring the BOU existing library systems and services as an important student support services in distance education.

Heller-Ross (1999) described distance learners' library support. Heller Ross discussed the importance of library services in distance education and mentioned that various library services namely reference assistance, bibliographic, instruction, interlibrary loan, course reserves, circulation were needed to support in continuing education. Heller discussed library facilities, library equipments and the technologies that were needed to provide library services. The author of this present study develops a library system for providing services to the distance learners of Bangladesh.

Lee (1999) stated the document delivery system for distance learners. Lee mentioned four basic services i.e. establishing a collection of materials, providing document services, teaching about library resources and technology and answering reference and information questions were essential for organizing document delivery system. Based on the experiences author provided some prerequisites that needed to be fulfilled before organizing

document delivery system to the distance learners. While discussing the importance of document delivery system Lee mentioned procedure and technologies used to provide such systems in the libraries of distance teaching institution. The weakness of Lee's study is that it focused only a single library service namely document delivery service. The present study has been conducted for proposing a complete library system for the distance learners of BOU.

Meola and Stormont (1999) delineated real-time reference service for the remote user. In their study they discussed the importance of reference service, role of reference librarian and reference materials. They provided more emphasis on the techniques for providing reference services to those users who could not physically present in library. They mentioned various techniques i.e. telephone, electronic mail, Internet chat, instant messaging, and collaborative software that were helpful to organize reference service at proper time. They discussed reference service only. The present study has been done for proposing a library systems and services suitable for distance learners in Bangladesh.

Mcharazo (2000) discussed public library and distance education in Tanzania. In this study author reviewed the distance education system of Tanzania and specified the factors that hindrance in achieving the goal of this education system in Tanzania. Author traced out the present activities of public libraries in distance education in Tanzania. Author mentioned the services and facilities necessary to provide public library services to remote learners. Author of this study discussed how public library supports and serves distance learners. As a public university the duties and responsibilities of public libraries to the distance learners were explored in Mcharazo's study. In his study author opined that public library is a supporting institution that took part in distance education and helped the teaching learning activities of distance learners. The present study has been conducted to design a proper library system for the distance learners of Bangladesh.

Parhar (2000) discussed Bangladesh Open University. In the study Parhar mentioned the growth and development of Bangladesh Open University in Bangladesh. The objectives, programs and courses, the curriculum development process, course material development process, student support services, organization and management of BOU etc. were discussed by the author briefly. But the author did not discuss the library and information systems and services of BOU. The present study is different in that point from the Parhar studies.

Goodson (2001) described distance learners library services. Goodson noted various strategies and plans that supported to provide library services to distance learners. In this study author gave preference to find out suitable processes that helped librarians in selecting and organizing library services for fulfilling distance learners different needs. The present study examines BOU existing library systems and analyzes distance learners need to determine library services that are required for distance learners.

Jegede and Shive (2001) edited some articles and published a book entitled 'Open and Distance Education in the Asia Pacific Region'. In this edited study, the distance education systems in different countries in Asia were discussed. In this book, authors of different article discussed the historical growth, development and existing improvement of distance education in different countries in Asia. The factors that affect the distance education system in Asia were discussed in this study. But nobody explained the role of libraries in distance education in any country.

Malhan, Sharma and Sharma (2001) conducted a study entitled 'Quality Library and Information Services for the Distance Education Students'. In their study they evaluated the quality of the services offered for distance learners. They gave emphasis on the process by which the quality of the library services could be maintained or ensured not to organize library services or design library system.

The present study is not conducted to explore library service quality of BOU but to explain library services required for distance learners of Bangladesh.

Shapcott and Moore (2001) explored distance education in rural areas via libraries. They assessed the role of public libraries and librarians in promoting distance learning via the internet. They mainly expressed how public library can involve in supporting distance education and take part in live long learning. They pointed out the roles of public libraries and the librarians namely facilities provider, honest broker, information provider, educator and marketer. The present study is unique because it tries to design a functional library system for a distance teaching institution.

Stanley and Lyandres (2001) conducted a study entitled 'Reference Assistance to Remote Users'. In their study they expressed the role of reference service in distance education and the necessities of this service to distance learners. They suggested measures for conducting standard reference services. They discussed only the distance learners' reference service. In their study, discussion about the organization of a full fledged library system for the distance learners was absent. The present study has been conducted to design a proper library system for BOU by which distance learners are able to get library services easily.

Kamal and Sultana (2002) stated barriers involved in the development of distance and open education in Bangladesh. In their study, they specified the factors that hindered the distance education system in Bangladesh. They mentioned that the document delivery system and student support system of BOU should be highly organized. They overlooked the BOU library systems and services. The present study explores the existing library and information systems of BOU and examines its present activities in distance education in Bangladesh.

Sharma (2002) explored the role of distance learning institution in organizing library services. He found out the library resources necessary for distance learners. Sharma discussed about the selection, evaluation, collection,

organization and dissemination process of library resources. In the study, Sharma pointed out the challenges that faced for building quality library resources for distance learners. The present study is not conducted to do that only, it intends to build a sound library system for the distance learners of Bangladesh.

Sultana and Kamal (2002) discussed distance education and open learning in Bangladesh. They mainly explored the philosophy of distance education and tried to trace out how distance education system in Bangladesh run by maintaining its general philosophy. The authors of this study found some gap between theory and practices regarding the philosophy of distance education in Bangladesh and suggested some solutions for minimizing gaps as well as for strengthening distance education system in Bangladesh. In their study they did not discuss about BOU library systems and services. The present study does not explain the philosophical aspects of distance education systems but works to explore the necessity of library services for the distance learners of Bangladesh.

Hossain and Saddik (2003) enumerated delivery technologies that were used by BOU in distance education. They found out the methods of instruction applied to teach the distance learners of Bangladesh. In their study they mentioned that print, audio-cassette, video cassette, television program, radio program, e-mail, computer aided learning, computer managed learning, CD-ROM and Internet technologies were used by BOU as delivery technologies. The present study has been conducted to examine the library services that are provided to the distance learners of BOU.

Rao descried distance education in 2003. In the study Rao discussed distance learning system, distance teaching system, Internet based distance learning, web based training etc. Rao did not discuss the role of library and the library systems and services of distance learners. From this viewpoint the present study is unique and different.

Siddiqui (2004) mentioned distance learning technologies in education. In the study author discussed distance learning technologies, the role of ICTs in distance learning, web oriented distance learning etc. Siddiqui did not study about the distance learners' library and information services or the use of ICTs for providing library and information services. The present study tries to design a fruitful library system for the distance learners of BOU.

Du Preez (2006) identified distance learners reference services and tried to express the importance, impact, types and different techniques of reference services in distance education. In the study, Du Preez gave preference on Internet base reference services for providing educational support to the distance learners. The present study is different from Du Preez' work that conducts investigation for building a library system for BOU and specifies library resources, facilities, equipments, services needed for distance learners.

Sultan and Miyoshi (2006) discussed the distance learning process of Bangladesh Open University. They expressed the present situation regarding course curriculum, programs, student support services, document delivery techniques of BOU and propose suitable solutions for the development of distance education system in Bangladesh. The limitation of this study was that it did not discuss the distance learners library services. The present study conducts for overcoming this limitation and provides suggestions for arranging countrywide library systems and services.

Ansari (2007) explained the changing roles of librarians in the digital world. In this study the author traced out new challenges that faced by a librarians to deliver library services. Ansary suggested some duties and responsibilities for librarian to cope the emerging need of the user in an online entity. Ansary gave emphasis on the role of library personnel in offering library services. The present study provides more importance regarding the selection of library services and

organization of library systems and takes initiatives to make library and information services available for the distance learners of Bangladesh.

Needham and Johnson (2007) mentioned ethics and guidelines of a library of distance learning institution. They discussed various issues relevant with distance education such as institution's responsibility, personalized service, confidentiality and privacy, intellectual freedom, copyright, professional development for the distance librarian etc. and recommended that library services and facilities for distance learners offered by a library must equal that on-campus students enjoy. They explored that every distance learning institution should organize library services for their learners. The present study has been conducted to trace out the library services required for distance learners at first and proposed suggestive measures on how these services are provided.

Secker and Price (2007) conducted a study on Libraries, Social Software and Distance Learners. In this study authors discussed mainly the importance, necessities and application of social software in libraries. They explored the impact of social software in using libraries or library services by distance learners. They explained the application of technologies in libraries and presented that modern information technology has a great impact regarding the use of libraries by the distance learners. Their study mainly discussed how information technology applies in organizing library services. The present study is not similar to Secker's study, it conducts investigation for establishing a library system for the learners of BOU.

Wyss (2007) explored 'organization techniques of distance library services'. In this study author discussed various issues and techniques such as systems thinking, process mapping, team learning, and diffusion of information practices that help to promote library services to distance learners. Author mentioned how these techniques were practically applied in promoting better library services. Wyss discussed mainly the prerequisites that need to be

considered before organizing library services properly. The present study proposes library and information services based on BOU learners need.

Hermosa and Anday (2008) discussed on-line library support for distance learners. They tried to find out the ways by which distance learners access library resources from distances. They also specified the process by which library resources and services can be delivered to on line learners. Their study discussed only on line library services that required for distance learners. The present study is differ from this work that proposes suggestions for organizing proper library systems and services for BOU learners.

Lee (2008) conducted a study entitled 'Distance learners library services on the learners of the University of Canterbury (New Zealand)'. Lee found out the essential library services needed to offer by distance teaching institutions. In this study author gave emphasis on the reference services mainly to provide better educational support to the learners of distance learning institution. The present study is unique that specifies strategies to strengthen existing BOU library and information systems and services.

Gopakumar and Baradol (2009) discussed distance learners library services through World Wide Web in India. They expressed the importance of library and information services in distance education and discovered how these services can be offered via the World Wide Web to distance learners. In the study they discussed only the WWW based library services and concluded that library services through WWW created great impact on distance learners and increased the quality of distance education system. Their study described only those library services that offered through WWW. The present study has been conducted to design such a library system that is suitable to our distance learners in terms of cost effectiveness and cost benefit.

Tripathi and Jeevan (2009) discussed open distance learning (ODL) library services of three institutions namely Hong Kong Open University, UK Open

University and Canada's Athabasca University. After investigating library and information services of surveyed universities and analyzing distance learners opinion, they suggested that quality assurance in every aspect of library activities were needed to provide better educational support to the distance learners. They also explained that provision of accessing library services and resources by distance learners needed to be considered before designing Open Distance Learning (ODL) System. The present study investigates the distance learners of BOU and designs library services in light of their needs.

Jahan, Habib and Akhtar (2012) explained distance Education system in Bangladesh, India and Srilanka. They discussed administration, academic program, role of study centre, instructional methods, study and learning systems, examination and evaluation procedures of BOU. They compared BOU systems with open and distance process of Open University of Srilanka and Indira Gandhi National Open University. In their study, they did not explored any comparative analysis on distance learners' library systems and services among the open universities of Bangladesh, India and Srilanka. The present study has been conducted to examine the library systems and services of BOU.

2.3 Conclusion

From the above discussion, it is found that most of the study have been done for designing, planning and organizing distance education. Some studies have been conducted to express the importance of libraries and to explain the necessities of building library resources and application of information and communication technology for providing library services for distance learner. Some authors gave priority to identify the duties and responsibilities of librarian in distance education. Reviewing the previous different studies and analyzing core theme of those works, it is said that various essential aspects such as assessing distance learners' need, designing distance learners' library services, analyzing socio economic status of distance learners are overlooked

by most of the authors. Some study has been done for expressing distance learners library services but in most cases the authors discussed the organization of a specific library services namely reference service, document delivery service etc. In those studies, detail discussion regarding the organization and designation of a whole library systems and services for distance learners of any distance education institution were absent.

In Bangladesh, many authors conducted study on different aspects of distance education such as designing programs and course curriculum, document delivery system, delivery technologies of BOU. Many authors evaluated the existing distance education system of BOU. Many authors expressed the importance of distance education in Bangladesh and disclosed theory and philosophical aspects of distance education. But nobody conducted any study on library and information services for distance learners in our country. As a result, BOU faces various problems to design proper library and information services for distance learners till now. On the other hand, any other institution or libraries of Bangladesh do not take any initiatives for providing library and information services for the benefit of the distance learners. For the above reasons the present study has been conducted to design a library and information systems and services for BOU learners throughout the whole country by evaluating existing BOU library systems, assessing the needs of the distance learners of Bangladesh as well as considering the distance learners' opinion regarding library services, facilities, equipments they get. In this context, the basic concept of this studies i.e. 'Distance Education' needs to be explained theoretically that provides more ideas clearly on the research gap, importance, essentiality and rationality of this study. For this reason, a conceptual study on distance education is enumerated in the next chapter.

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Chapter Three

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Chapter Three
Distance Education: Theoretical Considerations

3.1 Introduction

It is recognized that education is the basic key component to make any person enriched and enlightened. Education brings social change and national development. It is considered an investment for human resource development which would ultimately contribute to economic, industrial and scientific development of a nation (Chander 1991). There is no way to success without proper education. In this context, distance education system plays vital role that works to enrich people through organizing teaching learning environment. The objective of this chapter is to explain the concept 'distance education' and to explore the characteristics, benefits and the differences between traditional and distance education system. The history of distance education is also presented in this chapter.

3.2 Distance Education and Distance Learner

It is difficult to define the concept distance education clearly. Sometimes various synonyms such as correspondence education, home study, independent study, external study, off campus study, open education create confusion in defining and indicating the area and scope of distance education. From the very beginning, correspondence education, the earliest version of distance education, was defined as a simple process of education where teaching-learning activities are done via correspondence only. But the modern version of correspondence education, i.e. distance education is developed in theoretically and philosophically and enriched quickly by using communication and information technologies. Different author defines distance education from different view points. Some are theory based, some are philosophy based, some are technology oriented and some are combination of any two or more of them.

According to Moore (1973), "Distance teaching may be defined as the family of instructional methods in which the teaching behavior are executed apart from the learning behaviors, including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices". Moore's thought that distance education is the combination of distance teaching where teacher involves and distance learning where student involves. The components and activities related to both situations are independent and autonomous and communication technology dependent.

According to Holmberg (1977), "distance education covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization". Holmberg provides more concentration in establishing communication and interaction system between and among the student(s) and teacher(s) in distance education. He emphasizes student motivation and the creation of feelings of rapport that are inherent to promote teaching and learning pleasure.

Peters (1973) stated that "Distance teaching/ education (Fernunterricht) is a method of imparting knowledge, skills and attitudes which are rationalized by the application of division of labor and organizational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching materials which make it possible to instruct great numbers of students of the same time wherever they live. It is an industrialized form of teaching and learning".

Peters defined distance education from different standpoints. He tried to indicate some special features that compare distance education system with industrial

system and trace out the similarities between them and finally concluded that distance education is a result of industrialization of teaching and learning.

Keegan (1986) defined distance education as follows.

- The quasi permanent separation of teacher and learner throughout the length of the learning process

- The influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services

- The use of technical media print, audio, video or computer to unite teacher and learner and carry the content of the course.

- The provision of two way communication so that the student may benefit from or even initiate dialogue and

- The quasi permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals rather than in group, with the possibility of occasional meetings, either face to face or by electronic means for both didactic and socialization purposes.

From the above definition it is said that distance education is a communication technology dependent teaching-learning education system where learners are motivated by himself/herself, learn by self supervision, pursue studies by self direction and take any plan by self-control manner. Teacher plays passive role only to provide instructions and suggestions from distances and an institution designs, organizes, controls and maintains teaching-learning environment.

Distance Learner

Distance education basically aims at facilitating those who are otherwise deprived from formal schooling due to many reasons and to assist the economically and socially disadvantaged groups in the society (Omolewa 1982). Distance learners are those adults who could not get any benefit from general education or those who need to achieve degrees for improving professional status. Aikat (1998) identified seven groups served by distance education. They include:

i)   those who are geographically isolated

ii)   professionals who cannot attend classes on traditional campuses

iii)   students who cannot attend on-campus classes due to family, job or other commitments

iv)   non-traditional students such as housewives

v)   physically handicapped individuals

vi)   people affected by socio-economic factors

vii)   students in developing countries whose information infrastructures, supported by recent technology will provide a quantum leap forward in educating their people.

3.3 Characteristics of Distance Education

Distance education, a philosophy of new education or a method of modern education system fully differs from conventional face to face education that makes teaching and learning easy and attractive by conquering distances in terms of geography and time. It is such an education system that provides opportunity to all without considering age, sex, race, nationality etc. This type of non-conventional education provides study opportunity as second chance to adults, school leavers, rural and remote population, unsuccessful applicants and other disadvantage groups such as prisoners, handicapped (Kanjilal 1995). It

serves as an alternative form of formal system of education that helps to expand education in remote areas. Different features make distance education distinct from others. Michael Moore, Borje Holmberg, Otto Peters, Desmond Keegan, Rumble have discussed distance education from different viewpoint. Based on their discussion the following characteristics of distance education are traced out;

1. Separation of teachers and learners

2. Separation of learners from the learning group

3. Educational institution teach the learners

4. Use of Technological Media

5. Learners' independence

6. Learners' autonomy

7. Teachers' independence

8. Two-way communication

9. Democratic education process.

9. Industrialized form of education

3.3.1 Separation of Teachers and Learners

In distance education teacher and learner are separated from each other in space and time. This characteristic differentiates distance education from all forms of conventional, face to face direct teaching and learning (Kanjilal 1995). In most cases teaching and learning activities are performed through indirect communication process. By using modern information and communication technologies direct interaction between teacher and learners is also maintained in distance education system for effective delivery of instructions, contents and documents. With these facilities distance learners who are located at separate places come close up to teachers and creates teaching-learning environment as like as direct face to face education process.

3.3.2 Separation of Learners from the Learning Group

The separation of learner from the learning group is another characteristic of distance education. Learners are isolated from each other, generally located at different places but stay close to each other by using multimedia communication process when required. Because of the lack of direct communication, distance learners always learn individually or by him/herself. Distance learners perform all of the learning activities by their own initiatives.

3.3.3 Educational Institution Teach the Learners

Like conventional education system, educational institution or organization is an integral component in distance education system. But the educational institutions of that system are much more than conventional education. In traditional education a teacher teaches but in distance education an institution teaches (Kanjilal 1995). The distance learning institution takes initiatives in preparing learning materials, in selecting mode of delivery, in providing student support services, in designing course curriculum and degrees as well as in planning over all teaching-learning environment.

3.3.4 Use of Technological Media

In distance education system teachers, students and educational institutions are located at different places. The interaction and communication among them are maintained through the use of different communication media like postal system, telephone, radio, TV, audio tape, video tape, audio conferencing, video conferencing, e-mail, www. The use of this synchronous and asynchronous technology based communication medium not only reduces distances in terms of geography and time but also makes the teaching and learning attractive, easy and understandable.

3.3.5 Learners' Independence

Distance learners are always independent and get more freedom in distance education. The following factors make distance learner independent.

a. Learners can do their lesson at any place that he/she likes.

b. Learners can attain teaching learning environment anytime from anywhere.

c. Learners can choose or use any mode of communication that he/she likes.

d. Learners can get opportunity to pace his studies in accordance with his circumstances and needs (Wedemeyer 1973).

e. Learners take responsibility to run their study, to progress their study, to start and stop their study at any time that they prefer.

f. Learners get more opportunity in taking decisions that they like.

3.3.6 Learners' Autonomy

Learners' autonomy is an important characteristic that distinguishes distance education from others. The distance learners are autonomous because;

a. Distance learners get autonomy in designing preparatory activities where they can identify their problems, set their goals and objectives and play strategic decisions by him/her self without any help of a teacher or others.

b. Learners can execute their planned activities and can choose the methods of study autonomously.

c. Learners get opportunity to identify the sources that they want to use.

d. Learners get benefits to analyze, process and organize data, information and ideas as they desires.

e. Learners can select any method, techniques, procedure, experiment, tests that they like for their instructional solutions.

f. Distance learners get autonomy in taking decisions that they like in solving problems and in achieving pre-selected goals and objectives.

3.3.7 Teachers' Independence

Like other education system, the distance education system consists of several core elements i.e. teacher(s), learner(s), a communication system or mode and course curriculum/syllabus. The teachers of this system perform most of his/her activities independently. They can;

a. apply different communication media to teach the distance learners that they like.

b. use different teaching methods in learning that they prefer.

c. use different learning tools that they choose to learn or teach.

d. teach the learners in the classroom without presenting physically.

e. accomplish activities with own responsibility.

f. get opportunity to evaluate students' achievement simply not by raising barriers concerned with the place the student studies, the rate at which he studies, the method by which he studies or the sequence with which he studies (Wedemeyer 1981).

3.3.8 Two-way Communication

Like other type of education system, a close relationship among teacher(s), learner(s) and supporting organizations or institutions prevails in distance education. But the techniques applied for maintaining such relationships in distance education are different from others. The opportunity to use two way communication media for interaction between learner-teacher, learner- content, learner-learner makes distance education system more popular. In distance education system a learner communicates with course teacher or instructor or tutor by using any suitable communication modes like correspondence, telephone, e-mail, audio conference, video conference etc. With the help of two way communication media a teacher teaches, gives advice for solving problems, shares ideas about the lesson with the students and gets feed back from the students. Because of the presence of this characteristic, a distance learner also establishes proper communication with the distance learning institution and gets necessary information when required.

3.3.9 Democratic Education Process

Distance education is very democratic in nature. It is open for all, i.e. every body can be a distant learner. The content and documents provided in this system are seen, criticized, revised and reviewed from time to time (Khan 1992). Class lecture or learning programs are not for a single learner or a specific group of learners but for all distance learners. Every learner of this system gets facilities equally.

3.3.10 Industrialized Form of Education

Distance education as a kind of industrialization process (Peters 1973). This characteristic differentiates distance education from other form of education. The structure of distance education is developed by following economic and industrial principles i.e. division of labor, mass production, mechanization,

standardization, formalization, objectification, centralization and concentration. Organization, control, management as well as overall design of teaching learning environment of distance education are done in light of this industrial principle.

3.4 Objectives of Distance Education

Distance education is a non-traditional education system. It grows and develops for those who are not able to be a traditional learner due to various reasons. One of the important features of this type of education is that it uses different modes i.e. print, audio and video to learn learners. All the teaching and learning activities of this system are operated from distances where teacher or instructor, educational institution or organization and learners are located at different places. It provides second chance to acquire education to those who are droop-outs. The basic objectives of distance education are as follows:

1. to provide more opportunity to acquire education for those who are;

   a. deprived from conventional teaching and learning process due to poverty and ignorance.

   b. missed formal education because of the absence of traditional educational institution.

   c. physically disable to attend face to face class room based education system.

   d. intended to pursue study from home because of their family responsibilities and job.

   e. wanted to get a degree to prepare or qualify for a job.

   f. bounded to complete a degree required for promotion of the existing level of status in the job life.

   g. wanted to learn for up lifting the education level without regarding age, nationality and geographical factors.

2. To enhance educational facilities for all who wish to.

   a. meet educational aspiration or involve with the education process.

   b. involve higher studies and research.

   c. learn with high flexibility in terms of age of entry, choice of courses, choice of study centre, methods of learning and time limit.

   d. learn at any time or stage of whole life.

3. to reduce tremendous pressure under traditional education system created for increasing number of learners that grows day by day.

4. to ensure the right of education for every citizen of any geographical area.

5. to create such an educational environment where learners get benefits in acquiring education with low cost.

6. to produce technology based skilled manpower and also to take role by producing experts for the development of a country or a nation.

3.5 Benefits of Distance Education

Distance education system enhances teaching learning opportunities for all, goes ahead with more and more popularity and establishes concept i.e., education is acquirable by everybody from anytime, anywhere. The benefits of distance education are discussed below:

3.5.1 Learn from Anywhere

Distance Education is a flexible education system for learners. A distance learner can pursue study from any where he/she likes, that means, a learner gets benefit to study from his/her convenient location like at home, library, working place etc. Learners of this education system can attend classes whenever and wherever they wish. Learners can continue study at their leisure time or any time of day or night or gap between the working schedules or only on weekly holidays. Distance education is an excellent learning mode where learners

complete their study without leaving family, relatives and job life. As a whole, learner takes facilities to learn at his/her own pace.

3.5.2 Learn through ICTs

In distance education system, learners can follow the lecture or instructors' instruction with the help of communication technologies. Learners can use any communication technologies i.e. internet, email, telephone, fax, audio and video conferencing etc. to learn. These provisions make distance education more effective to the distance learners.

3.5.3 Learn Anytime

Distance education system is open for all. A person who loses the opportunity of education because of poverty, ignorance, lack of educational institution, over age, job responsibility, family responsibility, physical disability can get opportunity to be a distance learner and complete study successfully if he/she desires at anytime from anywhere.

3.5.4 Enhance Interaction

Proper interaction exists in distance education system that plays important role in understanding and sharing of ideas. With the advance of modern communication technology a distance learner can easily communicate with instructor, express his/her problems and take necessary guidance and discuss with other distance learners easily and quickly. Through the use of technologies, both distance learners and instructors are inspired to interact with each other or among them. Learners who feel shy to ask questions in class room get encourage to interact freely with the instructor by e-mail, internet, telephone, chat etc. in distance education system.

3.5.5 Learn at Leisure Time

In distance education system instructions, class lectures, radio and TV programs on course curriculum are provided to the learners in two ways.

Sometime the programs are offered at set time. Then learners are able to hear and watch live program by using radio, TV, computer and Internet connection. Sometimes the programs are not offered at set time. In this case, instructions, class lectures are offered as downloadable format. This process benefits distance learners highly. Learners having a job can get opportunity to follow the class lecture, instructions etc. at any time of the day or night when he/she is free. Downloadable audio and video lectures provide advantages to view the class lectures and instructions again and again.

3.5.6 Save Time

In distance education system, a learner does not need to go to an educational institution. Like traditional education learners do not wait for classes. He/she need not sit for listening to class lectures in a class room. In distance education, the distance learning institution enrolls learners and takes examination at the pre-schedule time. All of these facilities save learner's valuable time.

3.5.7 Cost Benefit

In distance education system, a learner can pursue his/her study from home. This facility saves money for additional housing, food and travel cost of the learners. Distance learners need radio, TV, telephone, computer, internet connection to attend classes or to communicate with instructors or other learners. All of these facilities are available in almost every family in modern age. So the learners do not need any extra budget for that purpose and ultimately complete study with lower cost.

3.5.8 Learn through Own Choices

In distance education, a learner gets required information i.e. date of examination, date of admission, date of tutorial, results, schedule of radio and TV. programs, schedule of class lecture etc., on demand. He/she gets necessary print materials, audio and video cassettes on demand. A learner watches audio

and video programs at his/her preferred time. Compared with traditional education system, distance education system is more helpful to distance learners. In this mode of education learners get more freedom in selecting distance learning institutions, in choosing course(s) that he/she likes or needs. In distance education, learners can prefer the mode of learning which may be print or video or audio or combination of them. They can learn by listening or by viewing or by using both of them. A distance leaner can continue a part time or full time job, education and family responsibilities simultaneously by setting their own time frame. Besides these, a learner gets social benefits in distance education. Without leaving community, family and relatives, a distance learner can start and complete study maintaining his/her personal, cultural and social life style.

3.6 Growth and Development of Distance Education in the World

Distance education is not a new concept. Historically this type of education starts from the beginning of 18th century by Caleb Phillips, teacher of the new method of short Hand, when he published an advertisement in the Boston Gazette seeking students for learning short hand (Holmberg 2005). The organized form of distance education was begun by a private teacher of English in old Swedish University, city of Land who decides to teach composition by post in 1833 (Kanjilal 1995). Subsequently in 1840, Sir Isaac pitman, an English educator, began to teach shorthand via correspondence in Great Britain (Moore & Kearsley 2005). Initially this concept was popularized by another terminology namely correspondence education. With the passage of time, new knowledge, new ideas, new technologies were developed. Based on these developments and advancements correspondence education got enriched and made teaching and learning activities more and more effective, easy and understandable. The terminology "Distance Education" was used for the first time in 1982 in the twelfth world conference at Canada while the International Council for correspondence education was renamed as the International council for distance education (Kanjilal 1995). From 1840 to till today, various factors

were involved for developing distance education system. The achievement of new theory of education and evolution of new technologies were the vital of them. The growth and development of distance education has come through several stages that are discussed below.

1st stage (1830-1920): In the first stage of distance education, one way single communication technology was used to teach the learners by a teacher. The interaction and educational communication between teacher and learner was done via correspondence. The postal system helps to conduct this correspondence. At this stage direct communication between teacher and learner or among learners was absent. Teacher teaches learner by sending prepared written or printed or typed materials through mail which was the only way of communicating, teaching and learning at that time. The whole teaching learning activities were run via correspondence only. For this reason the system was popularized then as correspondence education. At the end of this stage the two way communication techniques were applied to distance education. As a result, distance learners can also communicate with teachers. With the help of two way communication system, a teacher can send written or typed text with assignment to the distance learners and get response or filled-up-assignment from the learners through postal system. Based on the correspondence communication the following organizations or institutions were founded and initiatives were taken for offering distance learning courses to the distance learners at this stage.

1840	Isaac Pitman started teaching in short hand by correspondence in bath, England.
1852	Benn Pitman, Brother of Isaac pitman, Started teaching shorthand by correspondence in USA.
1856	Charles Toussaint and Gustav Langenscheidt began to teach

correspondence courses on language in Europe.

1858	The University of London offered external program.
1873	Anna Eliot Ticknor founded the society to encourage studies at home and began correspondence courses in history is USA.
1874	Illinois Wesleyan college was establish and offered distance learning courses.
1878	Skerry's college established in Edinburgh in Britain.
1883	New York State authorizes Chautauqua College of Liberal Arts to award academic degree to those students who complete correspondence courses.
1883	Correspondence University was established in Ithaka, New York.
1886	Distance learning courses are began by Pennsylvania State University.
1887	University correspondence college was established in London and offered distance learning courses..
1889	Queen's University began correspondence course in Canada.
1890	The extension department was formed in Chicago University.
1890	Fenn Lehrinstitut was formed in Berlin.
1891	The Colliery Engineer School of Mines changes its name as International Correspondence Schools and offer correspondence courses in Mines.

1892	With the help of William Rainey Harper, University of Chicago started courses by mail that was the fist university distance learning program.
1894	Wolsey Hall, Oxford was founded.
1898	H. S. Hermod established a distance teaching organizations namely Hermod's and began to offer correspondence courses in Sweden.
1901	The Moody Bible Institute offered correspondence courses.
1906	Correspondence courses are offered by the Calvert school of Baltimore, USA.
1906	The university of Wisconsin started extension courses in engineering.
1907	University of Saskatchewan provided off campus learning programs.
1911	Correspondence studies department were founded in University of Queensland in Australia.
1914	The Federal schools began courses by correspondence.
1915	The National University Continuing Education Association was founded.

Source: Baker's Guide to Christian Online Learning 2011

2nd stage (1920-1967): From the beginning of the 20th century, various researches were done to develop one way communication technologies. As a result radio, TV, audio tape, video tape came out as a content delivery technique. The usage of this one way communication media began in the field

of distance education. At that time, radio and TV programs that are specially designed on specific topic or learning unit or full course were begun to broadcast to teach the distance learners. Learners are able to hear and watch educational programs by using audio and video tapes also. All of these one way communication media work not only as educational tools but also as motivational tools for distance learners. By using radio and TV for educational purposes, distance education gets more acceptance and popularity in learners' community. At this stage the following organizations and institutions were established and offered distance learning courses via radio and TV programs.

1921	US Govt. issued first educational radio license.
1922	Pennsylvania State College broadcasted courses over the radio.
1925	The state university of Iowa offered courses through radio.
1926	National Home Study Council was founded and patronized in offering distance courses.
1933	The state university of Iowa started television teaching courses which was the world's first educational TV Program.
1946	University of South Africa opened external studies division.
1950	The Ford Foundation offered grants to develop television educational programs.
1951	Western reserve university offered courses via television broadcasting.
1957	New York University began to offer televised courses.
1959	First educational program via TV was broadcasted from Chicago.

1960	Massoy University starts university level distance education program in New Zealand via radio and TV programs .
1964	The Carnegie corporation granted funds to the articulated instructional media project for applying radio, television, audio types etc. for off campus students.
1967	The corporation for public broadcasting created to promote non commercial television use.

Source: Baker's Guide to Christian Online Learning 2011

3rd stage (1967-1982): After 1950s, the field of two way communication technologies was developed. As a result, audio and video conferencing came out as a synchronous technology and began to apply to interact two or more learners located at remote destination or places at the same time in distance education system. By using audio and video conferencing technologies, distance education got enriched more and more, became able to establish direct interaction and provide more opportunity to distance learners easily, quickly and timely. With the help of audio and video conferencing direct auditory and visual contact between student and teacher were established. Teacher and learners can participate in group discussion and presentation as like as face to face classes that makes distance learning more interesting. Above these, audio and video conferencing always helps special need learners (Woodruff & Mosby 1996). At this stage the following developments were achieved in the field of distance education;

1967	Deutsches Institute for Fernstudien was founded in Germany.
1968	Instructional television network was formed by Stamford University.
1968	The division of correspondence study was renamed as the

division of independent study.

1969	The open university was founded in UK and offered distance learning courses.
1970	Walden University was founded.
1971	The first United State Open University was founded.
1972	Tele-Universite began distance education in Quebec.
1973	Universidad Nacional de Education a Distancia was established in Spain.
1974	Fern Universitat in Hagen was established in Germany.
1975	The university of Mid America began course through radio.
1977	Open learning institute was started in British Columbia.
1978	Universidad Estatal a Distancia was founded in Costa Rica.
1978	Universidad Nacional Abirta was established in Venezuela.
1980	University of Maryland University College was founded in North America.
1981	Indira Gandhi National Open University was established.
1982	The National University Teleconferencing Network was established.

Source: Baker's Guide to Christian Online Learning 2011

4th stage (1980-): The 4th stage of distance education is characterized by the application of computer and communication technologies. By using these technologies, local, regional and national networks were possible that link learners

wherever they might be. Internet tools i.e. e-mail, computer conferencing, bulletin board, WWW (World Wide Web), web based interaction etc. used in distance education as asynchronous communication media help learners to learn. With the help of these facilities it is easy to establish interaction between teacher-student and student-student, share ideas and use documents and information easily and quickly. Based on the computer technology the following institutions, organizations and universities began to offer distance courses willingly and developed distance education system highly at this stage.

1983   National Open University was founded In Nigeria

1983   Satellite education network was created by IBM.

1984   The Electronic University Network offered online courses.

1984   Open University was founded in Netherland

1985   Paul Levinson and Tina Vozick offered online graduate courses.

1987   Cable network broadcasting courses developed.

1989   University of Phoenix started on-line programs.

1990   Russian Open University was established.

1991   Mind Extension University started educational network to deliver video course materials.

1992   The George Washington University started distance M.A in Educational Technology Leadership.

1993   International University College starts online courses and degrees.

The union institute opens its undergraduate centre for distance learning.

The Graduate school of America was founded.

1994	The National Home Study Council renamed distance education and training council.
1995	Regent University offer online Ph.D. program.
	Stanford University starts asynchronous distance education project.
1996	The new school for social research offers online courses.
1996	John International University a fully online institute was founded.
1997	California Virtual University offers online courses.
	Johns Hopkins University offers online courses.
1998	Regent University School of Low offers online LLM program.
	Western Governors University and the British Open University create a distance educational consortium named Governors open university system.
1999	United states open university established.
	The US Department of Education established the distance learning education demonstration program.
	The University of Maryland University College and Temple University offer online courses.
2000	E-learning courses as the dot-com term for distance education.
	Concord University School of Law receives accreditation from the distance education and training council.
	Jesuil distance education network establishes.

Source: Baker's Guide to Christian Online Learning 2011

3.7 Differences Between Traditional and Distance Education

Traditional education differs from distance education in theory and in philosophy but the general outcome of both systems is same. Both systems deal with learners' education. Because of various limitations in traditional education system, distance education system grows and develops as an alternative way of learning and support to achieve the objective 'education for all'. The differences between traditional and distance educations are discussed below;

3.7.1 Communication Process and Media

In traditional education system, class room based teaching learning environment is conducted through verbal communication i.e. oral and writing . While teaching, teachers of that system establish face to face communication with the learners through the delivery of lectures or speeches and supplying printed or written materials. Teachers also use black or white board as a communication medium in class room and make lessons easy and understandable. In distance education system written, visual and oral communication happens between student-teacher and student-student. With the help of traditional postal service and system, FAX, e-mail, Internet, written communication is established in distance education system. All the participants of distance education use audio conference, radio program, telephone and audio tape for conducting oral communication and video convenience, video tape, TV programs for organizing visual communication.

3.7.2 Learning Process

In traditional education system, learners give more priority to attend class session organized by a teacher of an educational institution. Learners hear the teacher's speeches in the class room and participate in the discussion carefully and attentively. They can ask questions to the teacher while necessary and get answers. Sometimes teacher provide written class lecture to the learners. Above all, teacher guides and controls learners and indicates the list of necessary text and reference

books which are required for acquiring vast knowledge. On the contrary, in distance education system teaching learning does not happen in a class room or fixed place. Learners attend classes from different places via communication media. They can do their academic work at their preferred time. In traditional institution a teacher teaches students by providing lectures but in distance education a teacher teaches learners by delivering resources, by organizing tutorials, assignments, presentation, discussions, quizzes via the Internet, telephone, audio conferring, video conferencing, audio tapes, video tapes and by using other multi-media technologies.

In traditional education a teacher makes overall class plan on the basis of the syllabus. He is responsible to start and suspend classes in accordance to a scheduled time-frame. The teacher informs students what to read or what to complete or what to do. Teacher selects the topics which are to be taught. But in distance education system distance learners get printed course manual from the organization previously that contains entire class plans for a specific semester. In traditional education system learners need to wait for teacher and class session. Learners can attend or leave the class room during class session. But in distance education system, class sessions are organized by instructor at fixed time that reduces unnecessary waiting and wastage of time of the learners. There is no chance to attend and leave the class session by the latecomers and early leavers respectively.

3.7.3 Learners

In traditional education system the learners are generally 10 to 25 years old adults who are unemployed and free from family responsibilities. Their main aim is to acquire knowledge and degrees and make him/ her fittest for surviving in any competitive job market. On the contrary, distance learners are adults who have missed educational opportunities in their early age or those who are dropout from a formal education process. The main aim of the learner

is to gain knowledge as a life long learning process, ensures higher education for professional promotion and secures a degree necessary to build up career.

3.7.4 Activities of Teacher

In traditional education system, a teacher teaches by providing lectures, organizing discussion and delivering print materials that he develops. The succession of teaching and learning depend upon the depth of knowledge the teacher has and the reputation of the teacher. Teachers are always responsible to control the teaching learning environment of a classroom. The personality of teacher directly influences the learners' attitude, behavior and learning activities. Teacher is responsible to evaluate the learners' work. But in distance education system the Open University/ institution teaches learners present in their homes or working places (Sahoo 1994). The teaching learning activities do not happen in a classroom. An instructor instructs the learners without being present physically. In distance education system persons who are involved in designing and preparing courses, learning materials and in evaluating learners work do not appear as an instructor or a teacher. In distance education personality of teacher does not influence the learners' activities.

3.7.5 Independence and Autonomous

In traditional education, learners are not independent. They are fully dependent on teachers' instruction. They need to meet the teacher at a classroom in schedule time for learning. They cannot take any initiatives in designing objectives and goals in choosing courses and in selecting learning mode, sources of information etc. They have little ability to learn without direct supervision of teachers. But the distance learners are independent. They can start and end study at their preferred time. They are not bound to attend classes at fixed time and fixed place. They are independent in choosing courses, learning mode, in selecting objectives and goals and in selecting sources of information. They are responsible to pursue their studies on their own initiatives.

3.7.6 Physical Presence

Direct interaction and class room based learning are the main features of traditional education system. All of these are organized perfectly with the presence of teacher(s) and students(s) physically that makes this learning system more interesting and attractive. On the contrary, the teaching learning activities of distance education system are not happening in a class room. Here a teacher teaches from a place where learners are not physically present in front of him. Learners learn from a place where teacher and other learners are not present physically. The teaching and learning activities are done through the use of modern communication technologies that bridges the distances between teachers and learners and makes the role of physical attendance passive in teaching learning environment.

3.7.7 Time and Place

In traditional education system, a teacher teaches students in a classroom, provides lectures, speeches and makes teaching-learning environment. The class session is held for all students at a scheduled time, date and place. Students need to meet in a regularly scheduled place to attend scheduled classes. But in distance education system teacher teaches from a place of his/her interest. Teachers of that system deliver lectures, written or printed documents and instructions by using various communication mediums. Distance learners view and collect the content, hear the lectures supplied by teacher through using both synchronous and asynchronous communication technologies. With the help of synchronies technologies the learners attend the teacher's discussion at a fixed time and date from different places but learners get benefits by following class lectures at any time at any place they want by using asynchronous technologies. Learners of that system also establish communication between each other whenever they need via telephone, email etc.

3.7.8 Controlling Capacity

In traditional education system a teacher leads the class session and is responsible to control the learners while teaching. Learners are fully dependent on the class lecture. They cannot ignore the instructions given by the teacher and are liable to give high concentration to the class lectures. On the contrary, in distance education system, a teacher teaches or delivers lecture but has a little capacity to control the learners. There is no direct way to follow up learners' concentration, behavior and attitude. A teacher has no ability to know how the learners follow his/her instructions. Learners are not totally dependent on teacher's instruction because they try to learn by their own initiatives.

3.7.9 Feedback

In traditional education system, the learner informs their feed back to the teacher through verbal communication. They give their feedback one after another. While one learner provides feedback, others of the classroom hear it. After hearing the feed back of a learner, teacher and other students can provide immediate response and comments. Sometimes learners take chance to avoid feedback. All the feedback that comes from the learners are not preserved as a record. Learners can hear one learner's feedback at a time only. But in distance education system, learners give their feed back through oral and written communication. Every learner is responsible to provide feedback. Each learner looks and reads all the feedback of others at the same time. All feedback that comes from the learners is treated as permanent record. After viewing the feedback of a learner, teacher and other learners can provide response at their preferred time.

3.8 Conclusion

Education is vital for development. For this reason, every citizen of a country needs to be educated. The traditional education system that runs from the very beginning of the civilization provides educational environment to the people of

a country but is not able to fulfill educational support to all due to various restrictions. So, what is the way to ensure that public right properly? Thanks to Caleb Phillips, Sir Isaac Pitman, Charles Toussaint, Gustav Langenscheidt, Anna Eliot Ticknor, William Rainey Harper and others who thought about this matter and provided the idea of distance education and took initiatives to apply their ideas practically.

At present, distance education system is the best provision for meeting the educational right of every person who desires to learn. This system is more effective and fruitful than traditional education system. Rationality and philosophy makes distance education system more popular. Considering these, the government of Bangladesh has initiated to run distance education system for creating educational opportunity for all since 1992. Bangladesh Open University is the results of those initiatives that offers education through distance mode and has achieved significant result. By organizing formal and informal programs BOU helps people in acquiring education and ultimately develops the nation by producing enlightened human resources. In this context, the growth and development of distance education system in Bangladesh is discussed in the next chapter.

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Chapter Four

Growth and Development of Distance Education in Bangladesh

4.1 Introduction

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Chapter Four

Growth and Development of Distance Education in Bangladesh

4.1 Introduction

Bangladesh became an independent country in the world through the liberation war in 1971. Before independence it was a province namely East Pakistan. From the formation of Pakistan, the socio economic status of East Pakistan was very distressful. Formal educational activities for the general people in East Pakistan were hindered again and again or run slowly due to the lack of insufficient educational institutions and inadequate qualified teachers. Lack of proper reading materials, proper communication system and poor economic status were also the reasons that hindered the people of that province in acquiring education. Considering all of these matters, various initiatives and plans were taken at different times in different aspects for improving the education system of the then East Pakistan. As a part of such initiatives many institutions established and tried to develop the idea of distance education system in few phases in that province. Finally this new system started in full swing in Bangladesh truly by establishing Bangladesh Open University in 1992 (BOU Act 1992). The institutes and programs that involved in developing distance education in Bangladesh are;

1. Audio Visual Cell (AVC)

2. Audio-Visual Education Centre (AVEC)

3. School Broadcasting Program (SBP)

4. National Institute of educational media and Technology (NIEMT)

5. Bangladesh Institute of Distance Education (BIDE)

6. Bangladesh Open University (BOU)

4.2 Audio Visual Cell (AVC)

In 1956, the government of Japan donated some wet battery operated radio sets to the government of East Pakistan (Rabbani 1998). The Japanese government sent these radio sets not only as gifts but also as a symbol of friendship for the people of the then East Pakistan. After allotment, the education directorate of East Pakistan got about 200 radio receivers and 400 car batteries from the total gifts (Islam 1987). This gift influenced the high officials of education directorate and developed the idea that radio can be a helping tool in teaching and learning. From this view point, the education directorate initiated to establish a separate division namely audiovisual cell for utilizing the radio receivers and car batteries properly. Other functions of audio visual cell were as follows.

1. to distribute the Japanese gift i.e. radio sets among the educational institutes of the province.

2. to look after the distribution.

3. to maintain of the radio sets

4. to control and manage the overall operations.

Audio Visual Cell (AVC) was formed in East Pakistan in 1956 (Islam 1987) for providing educational support for the learners of that province. AVC was the first institution that began its activities through distance mode for making education easy, understandable and more attractive to the general people of that province. Actually activities and objectives of AVC are related with the concepts of modern distance education. That is why it is said that distance education system started in East Pakistan from 1956 while Audio Visual Cell was formed as a division under the education directorate of East Pakistan (Islam 1987). It is true that when audio visual cell was established and started functioning, it could not do all the activities of distance education system even the planners do not know that the objectives and activities of audio visual cell

are related with the theme of distance education system. But audio visual cell is a division under education directorate that works as a base institution, as a platform through which distance education system starts firstly.

4.3 Audio - Visual Education Center (AVEC)

At the end of 1961, 8mm. film and silk screen printed educational charts were begun to produce in East Pakistan. This innovation inspired AVC highly and developed a new theme that film and charts took part in education. At that time AVC expanded its functions. AVC gave more concentration on the development of education for both teachers and students through the use of film and charts in lieu of distribution and maintenance of radio sets. AVC took priority on making more films and charts. To do these activities AVC took plans for establishing a new institute. As a result Audio-Visual Education Center (AVEC) grew under the education directorate by renaming the former Audio Visual Cell (AVC) in 1962 (Rabbani 1998). The objectives of AVEC were as follows.

1. to support the school based formal education

2. to make, print and distribute the educational charts.

3. to produce and develop the 16mm. educational film and 35 mm. film strip library on science and different subjects in school level.

4. to organize services for borrowing films, filmstrips and charts.

5. to organize training program for the school teachers for using low cost audio-visual education aids and materials.

From 1962 to 1969 AVEC worked properly for achieving its objectives. At this time AVEC produced various films, filmstrips, and charts and distributed them to the educational institutions. The local United States Information Service (USIS) helped AVEC and educational institutions by providing opportunity to borrow its film projectors and filmstrip projectors which were the important components for

organizing film shows. At that time some transistor radio receivers were distributed among the schools, and arrangements were made with Radio-Pakistan, Dhaka for educational broadcasting (Islam 1987). After 1971, USIS stopped its lending facilities. Because of the lack of projectors, AVEC reduced its activities and stopped the production of films and filmstrips. Moreover, AVEC took more emphasis on making and distributing wall charts, arranging educational broadcasting and organizing short training programs for the teachers.

4.4 School Broadcasting Program (SBP)

After independence the govt. of Bangladesh received 1100 sophisticated audio control console sets and ten mobile audio-visual vans as gifts from the Govt. of Japan in 1978 (Islam 1987). At that time, the govt. took initiatives for the proper utilization of these received gifts and took two decisions. First one was to distribute the console sets in secondary schools for developing the secondary level school education system in Bangladesh. And the second was to broadcast educational programs through radio. To achieve these goals, National Evaluation Committee (NEC) approved school broadcasting program as a project under the education directorate in November, 1980 (Islam 1987). The objectives of SBP were as follows.

1. to produce educational programs and broadcast through radio.

2. to benefit the learners by making lessons easy and understandable.

3. to support the learners by arranging different radio program

4. to take part in the development of the status of school level education system.

After the approval of school broadcasting program (SBP), the console sets were distributed in more than 1000 secondary schools and various educational programs were made for broadcasting as radio programs. Under

the SBP, the first formal program was inaugurated on 1 January 1981 (Islam 1987).

4.5 National Institute of Educational Media and Technology (NIEMT)

From the beginning of 1980 our Government, planners and policy makers initiated to make policy for spreading education to all and improving the quality and quantity of trained teachers and reading materials. For this reason, a British team from the Open University and British Council were invited to visit Bangladesh in November 1980 (Islam 1987). After completing the visit Mr. S.B. Edington, leader of the British team, recommended that the use of mass media is necessary to improve the quality of education in Bangladesh. Based on this report and the recommendations given by the high level Bangladesh team, who visited UK Open University, BBC, London university and UNESCO headquarters in Paris, our policy makers understood that formal distance education system should be introduced in Bangladesh (Rabbani 1998). They decided to establish a separate media- based institute for materializing their objectives and thoughts initially without considering AVEC and SBP, the existing separate institute and project having similar objectives. As a result, under the ministry of education, National Institute of Educational Media and Technology were set up in April, 1983 by merging the former school broadcasting project and Audio-Visual Education center (NIEMT 1985).

4.5.1 The Objectives of NIEMT

1. to improve the quality of formal and non-formal education

2. to facilitate the students and teachers in teaching.

3. to organize training program for developing the quality of teachers.

4. to make various audio, video programs, motion pictures, films, slides, cassettes, wall charts posters etc. for helping teaching and learning.

5. to organize meetings, seminars and workshop.

6. to broadcast educational programs with the help of Radio Bangladesh & Bangladesh television.

4.5.2 Activities of NIEMT in Education

From the establishment, NIEMT played an important role in education. The institute used modern technology for providing educational instructions. It taught the teachers and students through the use of radio and television, motion pictures, films, slides, cassettes, wall charts, posters etc. which were important media for introducing improved teaching methods and extending education facilities among the people. Activities of NEIMT were as follows:

4.5.2.1 Production of Video Programs

From 1983 to 1985 the institute made over a hundred video programs which were shown at different educational institutions. A list of some popular video programs is shown below;

Table 1: Video Programs

Name of the video programs	Date
Islam & Science	January, 1984
Hand operated pump	February, 1984
Let's do something	March, 1984
Paharpur Buddhist monastery	March, 1984
Poet michael Madhusudon Dutta	April, 1984
Mahasthan Gar	May, 1984
Santal	July, 1984

Source: NIEMT 1985

4.5.2.2 Production of Audio Programs

NIEMT produced a large number of educational audio programs for school teachers. On the basis of the meeting held on 7 and 29 Feb., 1984 at NIEMT, many audio cassettes were produced on Bengali pronunciation and Bengali recitation.

4.5.2.3 Videos and Film Shows

NIEMT arranged audio and video programs at different educational institutions. This initiative helped the learners and teachers more effectively to teach. A list of videos and film shows is given below;

Table 2: Videos and Film Shows

Date	Place	Types of program
21-27 January, 1984	12 educational institutions in Chittagong, Bandarban, Noakhali & Comilla district.	Video program
February 1984	Several educational institutions at Dhaka, Narayanganj & Tangail.	Video program
18 February, 1984	Manikgonj	Video program
7-12 April, 1984	6 secondary schools in Rajshahi	Educational video film
19 April, 1984	A school in Narayangonj	Video film
April to June	Different institutions in Dhaka City	Video shows
19-28 July, 1984	8 Institutions in Rajshahi Division	Educational video program
July, 1984	8 Schools of Dhaka district	Educational video film
August, 1984	10 schools of Dhaka and Mymensingh	Educational video film
17 November to 5 December, 1984	25 Institutions in Rangpur	Video film
20-21 November, 1984	Dhaka Medical College	Video film
November, 1984	Educational Institutions of Dhaka	Video shows
22-24 October, 1984	NIEMT auditorium	Film festival

Source: NIEMT 1985

4.5.2.4 Programs Broadcasted Through Television

NIEMT made some video programs and broadcasted those through television. Popular video programs produced by NIEMT are mentioned below;

Table 3: T.V Programs

Name of the programs	Telecast date	Time
Letter	21 Dec, 1983	at 9.40 P.M
Brain Operation	26 May, 1984	at 11.30 P.M
Silk	23 Sep,1984	at 9.30 P.M
Rubber	02 Oct,1984	at 7.40 P.M

Source: NIEMT 1985

4.5.2.5 Programs Broadcasted Through Radio Bangladesh

The programs broadcasted by radio Bangladesh are listed below;

Table 4: Radio Programs

Name of the programs	Subjects	Date
Discussion Programs	Observance of the International Literacy Day	6 September
Special Radio Play	International Literacy Day	8 September
Shikkharthider Asar (40 minute)	For secondary school students	Five and six days of a week respectively
ESO Pori (30 minute)	Primary and mass education	Five and six days of a week respectively

Source: BANBEIS 1985

4.5.2.6 Organization of Training Programs

To achieve the goals NIEMT always performed different functions. Training programs was one of them. NIEMT decided to organize training programs for the teachers. NIEMT trained 2000 teachers for learning the use of audio visual materials and provided 1062 audio console sets to different secondary schools. A short list of such training programs is given below;

Table 5: Training Programs

Subject	Participant	Date
Short training course on educational broadcast programs	16 teachers from 16 secondary schools in and around Dhaka city	1-5 January, 1984
On the repair and modification of audio control console sets	Technical officers of NIEMT	17 January-6 February, 1984
Short training in the use of audio-visual materials	Over a thousand secondary school science teachers	January to December, 1984
First advanced course on educational broadcast program	18 teachers from different schools on Dhaka city	3-11 November, 1984

Source: NIEMT 1985

4.5.2.7 Publications

NIEMT published a lot of publications to help the learners and teachers for knowing the programs broadcasted through the radio Bangladesh and Bangladesh television. NIEMT sent the program guide to those schools that had console sets. A list of some publications of NIEMT is given below;

Table 6: List of Publications

Booklet / Guidebook / Publications	User	Date
Booklet or guidebook for the programs broadcasted by radio Bangladesh namely Shikkharthider Asar from July-December, 1984.	Secondary school students and teachers	May, 1984
Booklet or guide book for support and understand the programs broadcasted by radio Bangladesh namely Shikkharthider Asar from January-June, 1984	Secondary school students and teachers	Dec,1983
Shikkhak Nirdeshika	School teachers	1984
Proposal for the establishment of Bangladesh Open university (BOU)	Planners, Govt. officers students and teachers	April, 1984

Booklet entitled special educational video programs	Schools teachers	May,1984
	School teachers	1984
Teaching through flannel board		
Booklet on audio video programs	Schools, institutions and interested persons	July-August, 1984
Monthly report on the activities of NIEMT	School students and teachers	Publishing in every month from 1983-June,1984

Source: NIEMT 1985

4.6 Bangladesh Institute of Distance Education (BIDE)

At the end of 1984, NIEMT took plan to start formal distance education in Bangladesh. For this reason NIEMT organized a workshop and two discussion meetings on preparation of course materials for B.Ed. course in August 18 to 23 and in September 12 to 18, 1984 respectively (NIEMT 1985). Based on the recommendations that came out from the workshop and meeting, NIEMT prepared a draft plan and submitted this to the ministry of education for permission to introduce B.Ed. course through distance mode. At that time the ministry of education appointed a local committee for examining this proposed plan and studying the feasibility of establishing Bangladesh Open University. The committee submitted report indicating the potentials for starting a bachelor of education (B.Ed) course through distance education as the first experimental phase of an open university (Islam 1985). On the basis of these recommendations, the ministry of educational encouraged NIEMT to start the B.Ed. course as an experimental basis through distance education method and ensured necessary financial support. Subsequently our planners took initiative to establish a distinct institute for offering distance education. All the TTCs, the National Institute of Educational Administration Extension and Research (NIEAER), the Institute of Education and Research (IER) of the Dhaka University and Rajshahi University appreciated to establish such an institute and agreed to work collaboratively when necessary. As a result, the Bangladesh Institute of Distance Education (BIDE)

project was approved by Project Evaluation Committee (PEC) on 11.7.1984. The project was then waited for the approval of ECNEC (NIEMT 1985). In the beginning of 1985 NIEMT was renamed BIDE and started functioning under the academic protection of the University of Rajshahi (Islam 1987). From the establishment, BIDE initiated to run the B.Ed. course smoothly with carrying the ongoing activities of NIEMT.

4.6.1 Rational in Offering B.Ed. Course

In 1985, there were 9589 secondary schools in Bangladesh where 20,306 trained and 75,000 untrained teachers taught the learners (BANBEIS 1985). So, one of the vital tasks of the then govt. was to train these untrained teachers. At that time teacher-training activities were run by 10 TTCs. But it was not possible to train these large number of teachers quickly by the 10 TTCs because the number of annual intake of teachers by the TTCs was about 3000 only. To overcome this problem the establishment of new TTCs, increasing of teaching staff and facilities etc. were not done because it required a large amount of money. For this reason decisions were taken to establish a separate institution that would work distinctly but would run all activities in cooperation with 10 TTCs and offered B.Ed. program as double shift teachers training program through distance mode. This initiative was appreciated highly because of two reasons i.e. it did not affect the normal school learning process and no need to establish new residential training institutions.

4.6.2 Objectives of BIDE

The basic objectives of BIDE were as follows.

1. to conduct B.Ed. course through distance mode for training the secondary school teachers.

2. to develop infrastructure, course materials, tutorial services, student evaluation process etc. for executing the B.Ed. program through distance education.

3. to work as first experimental phase for developing an open university in future.

4.6.3 Enrollment

In Bangladesh, BIDE was the first institution that offered B.Ed program through distance mode. Any secondary school teacher who had a bachelor degree or a minimum of two years teaching experience was eligible to get admission in B.Ed program offered by the BIDE. After the nation wide publicity the enrollment procedure of BIDE was done in the month of July each year. Fifty percent of the seats is filled up in a first- come -first served basis and the rest in filled up on the basis of the length of services (Islam 1987). Two factors namely the limited hostel facilities and accommodation of 10 TTCs were considered to decide the number of students' intake of each session. The number of students of the three batches enrolled in B.Ed. program is listed below (Islam 1987).

Table 7: Enrollment

Year/Session	Number of students enrolled
July 1985-87	3211
July 1986-88	3288
July 1987-89	3782

4.6.4 Course Curriculum

The B.Ed. program offered by the BIDE is a 2 year duration program. The whole program is of four semesters. The duration of each semester is six months. The curriculum and the syllabus for B.Ed. program were the same as in conventional system with the following subject (Islam 1987).

1. Compulsory

a) Principles of education

b) History of education

c) Education & psychology

d) Evaluation, counseling and guidance

e) Education and national development.

2. Elective (any two of the following)

a) Mathematics

b) Science

c) Bengali

d) English

e) Geography

f) Social sciences (economics, civics and history)

3. Optional subject

a) Educational administration

4.6.5 Activities of BIDE

For achieving objectives the following activities were done by BIDE

a) to produce good number of audio cassette programs on Bengali pronunciation to support the distance learners in making their lessons easy.

b) to arrange video cassette programs of varying lengths and duration on interesting subjects like history, culture, education, religion etc.

c) to make and distribute various visual teaching materials such as educational wall charts, maps for the learners of B.Ed program.

d) to produce three radio programs and broadcasted by Radio Bangladesh, Dhaka (Karim 1990). The programs were;

Table 8: BIDE's Radio Programs

Name	Duration	Schedule
Shikkharthider Ashar	40 minutes	Five days a week
Porashona	15 minutes	Three days a week
Ganoshikkha	15 minutes	Three days a week

e) to provide information and guidance services to its distance learners through direct correspondence, radio and TV broadcast and newsletters.

f) With the help of 10 teachers' training colleges and the NIEAER at Dhaka BIDE organize tutorial services for helping the learners.

g) to organize document delivery system through postal services.

4.7 Bangladesh Open University (BOU)

The Bangladesh Open University was established in October 21, 1992 by an act of parliament (BOU act 1992). From the beginning of its establishment it is running for achieving its visions and aims. The idea of distance education system began with the establishment of AVC in 1956 and truly executed by the inauguration of BOU. BOU opened wide opportunity of education for all and served to those who were deprived from formal education due to various reasons.

4.7.1 Initiatives behind the Establishment of BOU

The necessity of starting distance education through an institution in Bangladesh was felt from 1985 while BIDE was established for offering B.Ed. course only for training the secondary school teachers. Basically the B.Ed. course under BIDE is the first phase of establishing BOU (Islam 1985). The first formal initiative for organizing feasibility study to set up the Bangladesh Open University was taken by the financial assistance of the British Overseas Development Authority (ODA) in 1987 (Rabbani 1998). Under ODA assistance a team from Bangladesh visited the open universities of India,

Pakistan, Thailand and United Kingdom and gathered practical experience about setting up an open university in 1988 (BOU 1999). In march 1989, based on these experiences the Bangladeshi team incollaboration with ODA experts drew up a detailed master plan of BOU (BOU 1999).

Another initiative about the establishment of BOU was taken by the Government of Bangladesh in 1989. At that time an Asian Development Bank fact finding mission visited Bangladesh at the request of the Govt. of Bangladesh. Under the ADB assistance another feasibility study was conducted to formulate a comprehensive project proposal for BOU, through a Technical Assistance Project (TAP) in 1989 (BOU 1999). A consulting firm namely Educational Consultant Council, India limited was engaged by the ADB from 9 may 1991 to 12 August 1991 to undertake the project preparatory study (BOU 1999). After some time the responsible consultant submitted a report.

On 13 September 1991, a loan fact finding mission of ADB visited Bangladesh to assess the proposed project on the basis of consultant's final report (BOU 1999). At that time several discussions were held among ADB representatives, high officials of Bangladesh Govt. and other related agencies. On 12 October 1991, they submitted an aid memoir to the Govt. of Bangladesh mentioning the project objectives, scopes, cost, estimates, tentative financing arrangements etc. (BOU 1999). On the basis of the aid memoire, a PCP was prepared and submitted at the planning commission on December 19, 1991 for approval (BOU 1999). In 1992 the government of Bangladesh had formed a National Steering Committee (NSC) under the chairman of the secretary of the ministry of education for giving policy guidelines on Open University project. (BOU 1999)

The PCP was approved by the ECNEC in a meeting held on January 01, 1992 (BOU 1999). Based on the PCP, the PP was prepared which is later approved by the DPEC on May 21, 1992 (BOU 1999). After prolong discussion, an official agreement was signed between the Govt. of Bangladesh and ADB on 4

August 1992 and Bangladesh Open University project was approved by the ADB (BOU 1997) sanctioning 34.33 million US dollars as loan to set up the BOU. According to the agreement, ADB would bear 80% and the Gov. of Bangladesh would bear 20% of the total expenditure (BOU 1991). Finally the BOU was established officially by an act of parliament on 21 October 1992 (BOU Act 1992).

4.7.2 Objectives of Bangladesh Open University

The main objective of the Bangladesh Open University is to provide flexible and need based education to those who are unable or not willing to join conventional teaching institutions. Bangladesh Open University offers greater access to education and training to the masses, particularly to the rural disadvantaged groups like women, agricultural workers, unemployed youths, uneducated adults, health and family planning workers etc. by introducing courses/ programs of studies more compatible with social and development needs of the country (Project Proforma 1991).

4.7.3 Programs of Bangladesh Open University

Bangladesh Open University offers two types of programs i.e. formal and non-formal through 6 different schools for the distance learners. In 1993, BOU surveyed to decide the programs which are needed to the learners. After conducting countrywide need assessment survey, the concerned committee recommended the necessity of 75 formal and non-formal programs for the distance learners in Bangladesh (BOU 1995). At present BOU offers 21 formal and 19 non formal programs. They are as follows:

Table-9: Name of the programs of Bangladesh Open University

Schools	Academic programs Formal	Academic programs Non-formal
Open School	SSC (Secondary School Certificate) HSC (Higher Secondary Certificate)	Basic Science and Elementary Mathematics
School of Education	CEd (Certificate in Education) BEd (Bachelor of Education) MEd (Master of Education)	Environmental Education (with SST) and Maternity and Child Care (with SST)
School of Business	Certificate in Management (CIM)/ Post Graduate Diploma in Management (PGDM) Bachelor of Business Administration (BBA) Master of Business Administration (MBA) Commonwealth Executive Master of Business Administration (CEMBA) Commonwealth Executive Master of Public Administration (CEMPA)	Bank Services and Marketing management
School of Social Science, Humanities and Language	CELP (Certificate in English Language Proficiency) CALP (Certificate in Arabic Language Proficiency) BELT (Bachelor in English Language Teaching) BA (Bachelor of Arts) BSS (Bachelor of Social Science) M.A(Master of Arts)/ MSS (Master of Social Science)	
School of Agriculture	BAgEd (Bachelor of Agricultural Education) CLP (Certificate in Poultry and Livestock) CPFP (Certificate in Pisciculture and Fish Processing) DYD (Diploma in Youth Development)	Irrigation Water Management Horticulture Animal Nutrition Pest Management Use of Aquatic Weeds and Preparation and Preservation of Food Population and Gender Issues
School of Science And Technology	DCA (Diploma in Computer Applications Programme) BSc in Nursing	Environment Basic Science Health Nutrition

Bangladesh Open University
Source: http://www.bou.edu.bd/home.php

4.8 BOU Library and Information Services

From the beginning of the establishment of Bangladesh Open University in 1992, initiatives were taken to develop the student support services. As a result of these initiatives, library and documentation division was build and started functioning as a central library on 1st August, 1993 aimed at support the learners in their self learning process, aid the academic and other staffs in the preparation of course materials, assist the instructors in developing instruction documents and to help the researcher. On 14th September, 1994 Bangladesh Open University was shifted in its new campus located at Board Bazar, Gazipur. Then the central library was also shifted and began its activities from the university main building at Gazipur campus. Subsequently, the central library was removed to a new building within this campus on 4th November, 1998. It is now an organized and equipped library that runs its activities as a service center and provides library services and facilities to its users successfully.

BOU central library is a well designed modern three storied separate building having approximately1568 square meters in spaces. The large floor area of this library building, specious reading room makes the library suited to create reading environment properly. BOU central library has a rich collection both in quality and quantity for meeting documentary and informational needs of the learners. It has developed its collection considering the courses and programs BOU offered. The library collection includes text books, reference books, rare books, journals, newspapers, video tapes, audio tapes, CDs, maps, globes, slides, filmstrips, government publications, gazetteers, pamphlets, posters, reports, proceedings, seminar and workshop papers, survey reports, museum specimens, photographs etc.

The whole activities of this library are conducted through 10 divisions namely administration, acquisition, processing, reference, reprography, audio-visual, lending, document delivery, circulation and photocopy. The ground floor of this library is used for storing newspapers, text books and reference books and

for organizing Muktijudho museum. Ground floor and 1st floor of this library is used as reading room. Hearing audios and watching videos facilities are available in the 1st floor. Reprographic facilities are available in the 2nd floor. Separate rooms are used for administrative purpose in different floors. At present total number of 16 staffs including 1 librarian, 1 assistant librarian are involved to serve the learners. The BOU central library has introduced open access system to facilitate learners to get their required documents. With the help of this system learners can get opportunity to go to the shelves and searching their necessary documents and selecting books and necessary documents by his/her own choices.

BOU central library remains open at 10.00 a.m. to 4.00 p.m. in every working day. Faculty, instructors, learners, officers and staffs who have membership can use the library and avail the library facilities. BOU personnel who are serving outside the main campus can get membership. Membership card is not transferable. If one lose or damage his/her membership card can get new one by applying to the librarian. Faculty, instructors, officers and staffs get facilities to borrow books for one month. They can also get opportunity to renew books if necessary. Library users can not issue rare book, reference book and journal from the library. The library resources including equipments and staffs available in the investigated BOU libraries are shown in the following table.

Table 10: Library Resources

Library resources	BOU library and documentation division	Dhaka RRC Library	Rangpur RRC Library	Bogra RRC Library	Jessore RRC Library
Text book	33378	1707	1360	1387	1500
Reference book	495	x	x	430	250
Audio book	x	x	x	x	x
Newspaper	16	2	3	2	4
Journal	340	x	x	x	60
E-book	x	x	x	x	x
CD	150	x	x	30	17
Audio cassettes	150	x	x	12	15
Video cassettes	17	x	x	13	14
E-databases	x	x	x	x	x
Computer	9	x	x	x	x
Laptop	x	x	x	x	x
Printer	3	x	1	1	2
Photocopier	1	x	2	1	3
Telephone	6	1	x	1	1
Tape recorder	4	x	x	x	x
Barcode reader	x	x	x	1	2
TV	4	x	x	1	1
Radio	1	x	x	1	x
Scanner	2	x	x	1	1
Library Staff	16	2	3	1	1

Figures in the table indicate the 'quantity' while x marks 'not available'

Source: Questionnaire

BOU established libraries in each of its RRC located at Dhaka, Mymensingh, Barisal, Jessore, Rangpur, Bogra, Rajshahi, Sylhet, Chittagong, Comilla, Khulna, and Faridpur. The main objective of establishing libraries in RRC is to ensure better library services to the remote learners. Each RRC has built up its library collection with necessary reading, reference materials, equipments, facilities and manpower considering the needs of their learners. On the basis of learners' requirements RRC libraries offer library services. The basic library services namely reference, circulation, lending, retrieval and reprography are available in RRC libraries. At present, a separate room of every RRC main building is used for library purpose. The library activities namely acquisition, catalog and

classification are done by the RRC libraries. Each RRC library has reading room with necessary furniture. Students who have valid library card can use library of his/her respective RRC. RRC library staffs are appointed centrally by the BOU authorities. RRC libraries remain open at 10 a.m. to 4 p.m. from Monday to Friday. The learners who are involved in a job get opportunities to use these libraries at weekly holyday i.e. Friday.

The RRC libraries are operated under the administrative control of RRC. But RRC libraries always maintain proper communication with BOU central library. They got necessary support from BOU central library to conduct library services whenever they need. In most cases, BOU central library supplies library materials to the RRC libraries for building their library collection. BOU central library also provides expert and technical supports to the RRC libraries in organizing their library services properly. Each RRC also develops its library resources with its own initiatives through purchase. At present BOU organizes library and information systems and services through RRC libraries and library and documentation division only. All those libraries (13) are not able to serve learners properly. For this reason, BOU should take initiatives to develop its library and information systems and services for the benefit of its distance learners.

4.9 Distance Education in Private Universities

The private universities also take part in providing distance education in Bangladesh. They provide traditional and distance education simultaneously and offer various distance programs by using distance mode with their regular on campus programs that run with face to face communication. Among the private universities, Southeast University and Asian University of Bangladesh are famous in the field of distance education. A short description about them is given below;

Southeast University (SEU)

Southeast University (SEU) is one of the famous universities in private sector in Bangladesh. It began its activities in June 2002 under the private university act, 1992 approved by the government of the people's republic of Bangladesh (Southeast University, Bangladesh 2010). The basic objective of this university is to provide modern technology-oriented education to the students and help the students survive. The special feature of this university is its distance programs. This is the first private university in Bangladesh that offers distance programs for the students who cannot attend on campus learning programs. At present SEU offers several programs namely M.B.A and B.A (Hons.) and M.A in Islamic studies in distance mode in Dhaka campus (Southeast University, Bangladesh 2010). With the help of a well equipped media center, SEU runs all the activities of its distance programs.

Asian University of Bangladesh (AUB)

Asian University of Bangladesh (AUB) was established on 4th January 1996 under the Private University Act, 1992 (Asian University of Bangladesh 2006). The goal of this university is to teach the students and create knowledge based educated society for uplifting the social, political, economic, cultural status of the mass people for overall development of the country. It plays a vital role in the field of distance education in Bangladesh. It offers various distance programs and provides the opportunity of acquiring high quality education to the people of remote areas of Bangladesh. Asian University of Bangladesh (AUB) offers following distance programs for the following subjects (Asian University of Bangladesh 2006).

1. B.S.S (Hons.) in Govt. & Politics

2. B.A (Hons) in Bengali

3. B.A (Hons) in Islamic Studies

4. B.A (Hons) in Islamic History & Civilization

5. B.Ed

6. M.S.S in Economics

7. M.S.S in Govt. & Politics

8. M.A in Bengali

9. M.A in Islamic Studies

10. M.A in Islamic History & Civilization

11. M.S.S in Sociology & Anthropology

4.10 Conclusion

The idea of distance education system in Bangladesh is not new. It started from 1956 through the establishment of AVC. It can be said that distance education system in Bangladesh executes in three phases. In the first phase the two institutes namely AVC and AVEC were grown and tried to help teachers and learners in teaching and learning with the help of radio sets. In this initial stage different activities were done to support the formal education system by using different audio visual materials. In the second phases distance education system was developed by SBP, NIEMT and BIDE from 1980 to1992. At that time these institutions provided or made arrangement to run programs through distance mode. In the third phase the idea of distance education system was implemented fully and started functioning with the help of a distinct institution namely Bangladesh open university from 1992. The Bangladesh Open University is the first public university in Bangladesh that offers education through distance mode successfully and tries to make equal opportunity for all in acquiring education till now. Apart from these, few private universities in Bangladesh provide dual mode of education i.e. Distance Education and On-campus Education. BOU offers various programs by using distance mode and takes initiatives to develop countrywide education system in Bangladesh by organizing various student support services. It provides library and information services for its learners. The researcher of this study gives more emphasis on library and information services as an important part of student support services because of its importance and usefulness. For this reason, the next chapter discusses existing BOU library systems and services and the opinion of distance learners regarding the services they get from BOU.

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Chapter Five

BOU Library Systems and Distance Learners' Opinion:
An Analysis

5.1 Introduction

5.2 Section A: Library Systems and Services of BOU

5.3 Section B: Distance Learners' Library Needs

5.4 Section C: Distance Learners' Opinion

5.5 Conclusion

Chapter Five

BOU Library Systems and Distance Learners' Opinion: An Analysis

5.1 Introduction

The core objective of this study is to present the actual situation of BOU library systems and services that prevail throughout the whole country. For this reason, the researcher of this study collected data with the help of questionnaire. The filled questionnaires were arranged and the data of each sample respondent were organized and processed by using computer and statistical methods. The aim of this chapter is to analyze the gathered data and to present the data in tabular forms. The researcher of this study presents data in three sections. Section A, Library systems and services of BOU, presents the data that are collected from the director, higher official, librarian and library assistant of BOU library and documentation division and RRC. In the second part of this chapter section B presents data that are collected from the distance learners related to their library needs. In the third part of this chapter section C presents data that are collected from the distance learners regarding their opinion. All the data are theoretically explained and presented also in this chapter.

5.2 Section A: Library Systems and Services of BOU

In this section the researcher discloses which resources, facilities, services and equipments are available in BOU libraries. The aim of this section is to present the status of BOU library staffs, procedures for selecting library resources, frequency of reference assistance, library processing activities etc. The techniques of offering different services specially reference, circulation, document delivery and consultation are explored here. The methods by which distance learners use BOU libraries or access the library resources are discussed in this section.

5.2.1 Availability of Resources

It is widely recognized that availability of resources plays a significant role in ensuring quality of services of any library. From this perspective, it is important to know whether BOU libraries have available resources to meet the demands of its distance learners.

Table 11: Availability of Resources

Types of Resources	Frequency (N)	Percent of Responses	Percent of cases
Text book	5	22.72	100
Reference book	3	13.64	60
Audio book	0	00	00
Newspaper	5	22.72	100
E-book	0	00	00
CD	3	13.64	60
Audio cassette	3	13.64	60
Video cassette	3	13.64	60
E-database	0	0.00	00
Total	22	100.00	

Valid Cases: 05
Source: Questionnaire

Table 11 shows that all the investigated library and information centers of BOU libraries collect text book and newspaper for helping distance learners. They collect text book and newspaper as the main source of information because these print sources are easy to use without any equipment and technological support. Considering the importance about 60% of the sample library and information centers develop their collection with reference book, audio cassette, CD and video cassette for learners. The table 11 also shows that not a single investigated library and information center collect audio book, e-book and e-database to meet their distance learners' requirements because of the lack of proper budget.

5.2.2 Availability of Equipments

Equipments are essential ingredient for providing better library services properly. In distance education library equipments are so vital to serve learners. With the help of equipments distance learners get benefit to use documents and information in the library. Because the distance learners do not get face to face instruction from the teacher directly they need such type of equipments that support them in their learning process.

Table 12: Availability of Equipments

Name of the equipments	Frequency (N)	Percent of Responses	Percent of cases
Computer	1	5.26	20
Laptop	0	00	00
Printer	1	5.26	20
Photocopier	4	21.05	80
Telephone	5	26.32	100
Tape recorder	3	15.79	60
TV and Radio	3	15.79	60
Scanner	2	10.53	40
Barcode reader	0	00	00
Total	19	100.00	

Valid Cases: 05
Source: Questionnaire

From the table 12 it is said that all the investigated library and information centers use telephone as helping equipment in organizing library services. They use telephone to provide reference, instruction, information and consultation services by establishing communication with remote learners. Only 20% of the library and information center have computer and printer that are used to provide printing services and doing official activities. TV and radio are available in 60% of the library and information centers that used for hearing radio programs and watching TV programs broadcasted for distance learners. About 80% of the sample library and information centers use photocopier for providing photocopy services in library. Most of the libraries are not able to

supply modern equipments such as laptop, scanner and barcode reader because the library authorities are not aware about the importance of those equipments in offering distance learners' library services.

5.2.3 Qualification of Staff

Quality personnel are required to offer quality services. In distance education system staffs are required not only to organize and maintain library services but also to instruct and consult distance learners and analyze their needs. For this reason qualified and skilled manpower are necessary in library.

Table 13: Qualification of Staff

Category	Frequency (N)	Percent of Responses	Percent of cases
Honors & Master degrees in Library and Information Science	3	37.50	60
Diploma in Library and Information Science	0	00	00
Non Professional	5	62.50	100
Total	8	100.00	

Valid Cases: 05
Source: Questionnaire

The table 13 shows that all the sample library and information centers of BOU are not operated by professional staffs. Out of 5, 3 i.e. 60% of the library and information centers run their library activities with the help of professional staff who have Honors & Master degrees in Library and Information Science.

5.2.4 Selection Procedures

It is well known that library is a servicing agency always. In distance education library and information centers should do their noble responsibility for learners. In this context some general things such as need, information seeking behavior, instructors' opinion, course curriculum, experts' suggestions, budget etc. should be considered for deciding which library services, facilities and equipment they provide to the distance learners?

Figure 1: Selection Procedures
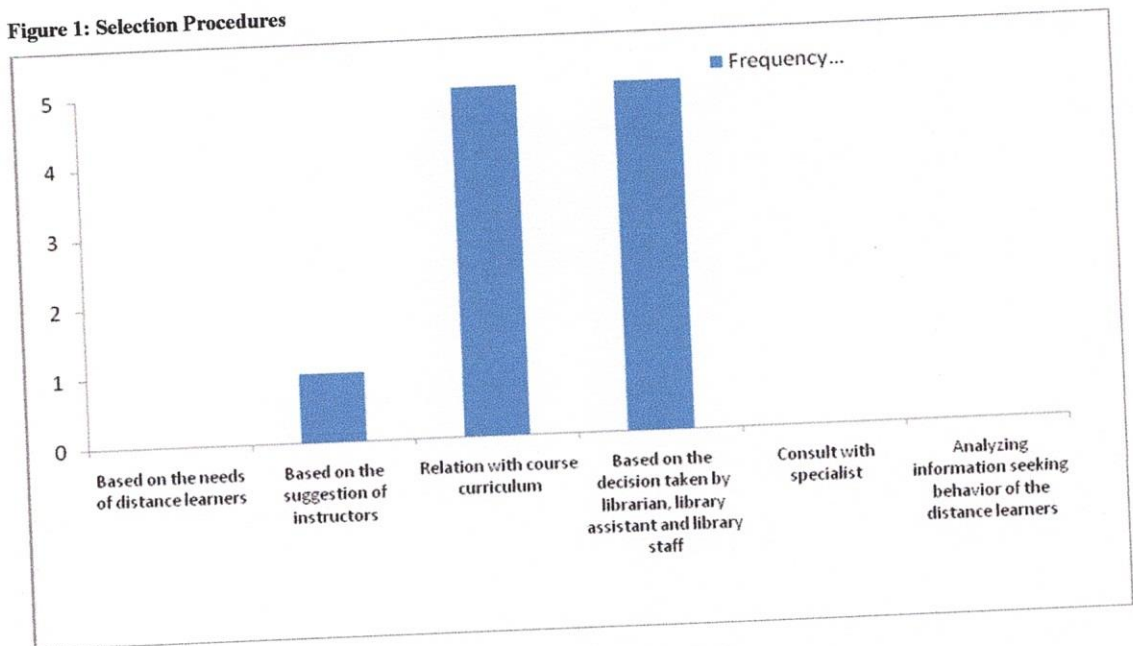
Valid Cases: 05
Source: Questionnaire

The figure 1 shows that on the basis of the decision of librarian, library assistant and library staffs, library and information services are selected by all the investigated library and information centers. It is also shown that based on course curriculum library services are chosen by all the sample libraries (05). In selecting library and information services specialist consultation, needs and information seeking behavior of the distance learners are not analyzed by anyone of the sample libraries. The author of this study thought that the authorities of BOU library and information centers do not provide extra concentration on library service selection procedures. For this reason they do these activities arbitrarily or in accordance to their likings.

5.2.5 Availability of Library and Information Services

Library and information services are vital in any library system by which library authority attracts the users. A library can support learners and meet their demand always by offering various library services properly and timely. The library of a distance learning institution should do these activities more

consciously and should provide direct assistance to distance learners in pursuing their education.

Table 14: Availability of Library and Information Services

Category	Frequency (N)	Percent of Responses	Percent of cases
Reference service	5	17.24	100
Abstracting and indexing	0	00	00
Cataloging service	3	10.34	60
Bibliographic services	1	3.45	20
Referral service	0	00	00
Interlibrary loan service	0	00	00
Lending service	3	10.34	60
CAS	0	00	00
SDI	0	00	00
Circulation	5	17.24	100
Reprographic	4	13.79	80
Instruction and guidance service	5	17.24	100
Document Delivery Service	3	10.34	60
Content page service	0	00	00
On line service	0	00	00
Data base service	0	00	00
Total	29	100.00	

Valid Cases: 05
Source: Questionnaire

Table 14 shows that all the investigated BOU library and information centers offer reference, circulation, instruction and guidance services for distance learners. In spite of the absent of skilled manpower and required equipments the sample libraries offer those services for fulfilling learners' request. About 60% of the library and information centers offer cataloging, lending and document delivery services to the distance learners for providing documentary information. Only 20% of the sample libraries offer bibliographic service while 80% of the sample libraries provide reprographic services for distance learners.

Various essential services like abstracting, indexing, referral, inter library loan, CAS, SDI, on line service and data base service are not provided by any one of the investigated library and information centers because of the lack of necessary library resources, equipment, facilities and trained manpower.

5.2.6 Availability of Library Facilities

Library resources, services, equipments and facilities are correlated to each other. Without facilities a library with rich collection cannot able to achieve its expected goals. Availability of facilities ensures maximum use of library resources, services and equipments.

Table 15: Availability of Library Facilities

Category	Frequency (N)	Percent of Responses	Percent of cases
Reading room	5	21.74	100
Internet	0	00	00
Photocopy	4	17.39	80
Hearing audio cassettes & radio programs	3	13.04	60
Watching video cassettes	3	13.04	60
Watching TV programs	3	13.04	60
Group discussion	5	21.74	100
Total	23	100.00	

Valid Cases: 05
Source: Questionnaire

Table 15 presents that all the surveyed library and information centers provide reading room facilities while only 60% of the sample libraries provide hearing audio cassettes, radio programs, watching video cassettes and TV programs facilities for the distance learners. All the BOU library and information centers have infrastructural support with necessary furniture and equipments that enable them to provide reading room facilities. No one from the investigated library and information centers provides internet facilities for learners because

of the absence of internet connection and inadequacy of desktop and other IT equipments. The table 15 also indicates that all the investigated library and information center provide opportunity to organize group discussion while photocopy facilities are available in 80% of the sample libraries.

5.2.7 Processing Activities

Another vital factor involved in organizing fruitful library systems and services is processing activities. Processing activities process the library resources and make them usable. Without processing activities library resources cannot be used exhaustively and expeditiously

Table 16: Processing Activities

Category	Frequency (N)	Percent of Responses	Percent of cases
Catalog	3	42.86	60
Classification	3	42.86	60
Bibliography	1	14.28	20
Index	0	00	00
Abstract	0	00	00
Web page design	0	00	00
Creation of e-document	0	00	00
Total	7	100	

Valid Cases: 05
Source: Questionnaire

Table 16 mentions that about 60% of the investigated library and information centers process their library resources through maintaining catalog and classification while bibliography is compiled by 20% of the sample libraries. Because of the lack of adequate qualified manpower, other library activities namely index, abstract, web page design and creation of e-document are not done by any one of the investigated library and information center.

5.2.8 Availability of Reference Assistance

In distance education learners need reference assistance almost always. With the help of this assistance learners are able to solve their problems at hand. In this respect it is necessary to trace out whether BOU library provides reference assistance properly to the distance learners.

Table 17: Availability of Reference Assistance

Category	Frequency (N)	Percent of Responses	Percent of cases
Searching and retrieving documents	3	23.08	60
Location of documents	3	23.08	60
Use of library catalog	1	7.69	20
Use of on line catalog	0	00	00
Use of internet	0	00	00
Use of on line data base	0	00	00
E-resources	0	00	00
Fulfill specific objective	3	23.08	60
Use of library materials	3	23.08	60
Total	13	100.00	

Valid Cases: 05
Source: Questionnaire

The table 17 shows that out of 5, only 3 i.e. 60% library and information centers provide reference assistance for helping learners to search, retrieve, locate, use library materials and to fulfill specific objective. Maximum distance learners request to get assistance regarding those mentioned issues frequently. For this reason the BOU libraries tried to provide reference assistance to the learners with the help of their existing inefficient experts. No one of the investigated libraries offers reference assistance that supports in using internet, on line catalog, on line data base and e-resources because of the absence of necessary equipments and materials needed to organize these services and absence of internet facilities in the library.

5.2.9 Frequency of Reference Assistance

Learners are always interested to use library resources, facilities and services at right time, at right way easily and quickly. For this reason library authority provides reference assistance to learners for making them perfect, skilled and competence in using modern ICT related library services, digital materials, audio and video materials.

Figure 2: Frequency of Reference Assistance
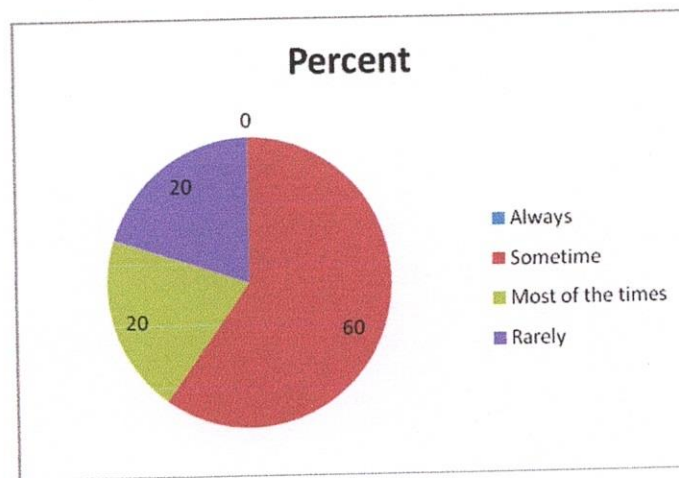
Valid Cases: 05
Source: Questionnaire

Figure 2 shows that about 60% of the investigated library and information centers provide reference assistant to their learners which they mark as "sometime". Only one investigated library and information center offers reference assistance "rarely". The figure indicates that no one from the investigated libraries provides library services always. Because of the shortage of trained and skilled manpower the investigated BOU library and information centers are not able to provide reference assistance properly.

5.2.10 Methods of Providing Reference Assistance

Reference assistance is such a service by which distance learners meet their requirements quickly and promptly from the library staff. Generally distance learners want to avail this service for receiving quick answer and to solve specific problem.

Table 18: Methods of Providing Reference Assistance

Category	Frequency (N)	Percent of Responses	Percent of cases
E-mail	0	00	00
Face to face conversation	5	50	100
Telephone	5	50	100
Live chat session	0	00	00
SMS	0	00	00
FAQ	0	00	00
ASK a Librarian	0	00	00
Total	10	100	

Valid Cases: 05

Source: Questionnaire

From the table 18 it is said that all the investigated library and information centers provide reference services through face to face conversation that means learners need to go to the library, express their need to the library staffs and then library staffs take initiative to fulfill their demands instantly. Besides other techniques, library authority prefers face to face conversation for providing reference service because it is more helpful to specify learners' need and take necessary action. With the help of telephone, reference service is also provided by all library and information centers. No one from the investigated library and information centers offers reference service through e-mail, FAQ, SMS, ASK a librarian and Live chat session because of the absence of internet connection and lack of trained manpower.

5.2.11 Methods of Document Delivery

In distance education, document delivery service is highly essential for the learners. By this way distance learners receive documents from distances. Distance learners expect to receive their required document at home or without visiting the library physically.

Table 19: Methods of Document Delivery

Category	Frequency (N)	Percent of Responses	Percent of cases
Postal service	3	50	60
E-mail	0	00	00
Web site	0	00	00
Courier service	3	50	60
Total	6	100	

Valid Cases: 05
Source: Questionnaire

From the table 19 it is said that only 60% of the sample library and information centers use postal and courier services for delivering required documents to the learners. They use postal and courier services as a method of document delivery because of its easy availability, safety and the nature of cost effectiveness and cost benefit. E-mail and website are not used by anyone of the sample libraries to deliver document to the learners because of the absence of internet facilities.

5.2.12 Methods of Receiving Request

In distance education, learners are always interested to use library from any place whenever he/she needs and wherever he/she prefers. They would like to communicate with the libraries quickly and expect rapid response from the library.

Table 20: Methods of receiving request

Category	Frequency (N)	Percent of Responses	Percent of cases
Postal service	5	25	100
E-mail	0	00	00
Web site	0	00	00
Telephone	5	25	100
Courier service	5	25	100
In person	5	25	100
Total	20	100	

Valid Cases: 05
Source: Questionnaire

Table 20 shows that all the investigated library and information centers receive the distance learners request through telephone, postal and courier services. BOU libraries prefer those systems because learners' request can be accepted without appointing any extra staff through these systems. Not a single surveyed library and information centers takes request through e-mail and web site from the distance learners due to lack of internet facilities. The table 20 also presents that all the investigated library and information centers provide opportunity to the distance learners to place request presenting in the library physically.

5.2.13 Methods of Communication

The library of a distance learning institute needs to communicate with learners. For this reason they use modern technologies that allow them to maintain communication with distance learners promptly and quickly.

Table 21: Methods of Communication

Category	Frequency (N)	Percent of Responses	Percent of cases
Postal service	5	33.33	100
E-mail	0	00	00
Web site	0	00	00
Telephone	5	33.33	100
Courier service	5	33.33	100
Total	15	100.00	

Valid Cases: 05
Source: Questionnaire

The table 21 presents that all the investigated library and information centers communicate with the distance learners through postal service, courier service and with the help of telephone. The investigated libraries use those methods because of its cost effectiveness and cost benefits. The table also shows that not a single investigated library and information centers applies e-mail and web site to communicate with distance learners because of the absence of application of modern ICTs.

5.2.14: Mode of Access

Distance education system is different from other education systems in theory and philosophy. Distance learners need such library systems that are useable and accessible from distances.

Table 22: Mode of Access

Category	Frequency (N)	Percent of Responses	Percent of cases
Go to or visit the library physically	5	100	100
Visit the library from distances by using ICTs	0	00	00
Total	5	100	

Valid Cases: 05
Source: Questionnaire

The table 22 depicts that "go to or visit the library physically" is the only method to access the resources and services in all the surveyed library and information centers. No one of the surveyed libraries provides opportunities to access their library resources from distances by using information and communication technologies. BOU libraries do not take any initiative to develop digital library or digital library services for their learners. For this reason learners cannot use libraries from distances.

5.2.15 Availability of Instruction and Guidance Services

In distance education, learners need instruction and guidance services frequently for pursuing their education. For this reason the libraries of a distance teaching institution organize instruction and guidance services and provide advisory support regarding any queries of the distance learners. In absence of face to face interaction between teacher and learners in distance education, this type of service is very much essential for distance learners.

Table 23: Availability of Instruction and Guidance Services

Category	Frequency (N)	Percent of Responses	Percent of cases
Preparation for examination	3	25	60
Understanding instructors' lecture	2	16.67	40
Prepare assignments and tutorials	3	25	60
Solve problems	3	25	60
Selecting appropriate documents	1	8.33	20
Total	12	100.00	

Valid Cases: 05
Source: Questionnaire

Table 23 shows that 60% of the investigated library and information centers provide instruction and guidance services to the distance learners to prepare for examination, to prepare assignments and tutorials and to solve problems. About 40% of the investigated library and information centers provide instruction and guidance services to the distance learners in the case of understanding instructors' lecture. The investigated libraries provide instruction and guidance services on these areas for providing clear concept about any query, removing any confusion and for standardization of assignment and tutorials. In the case of selecting appropriate document, about 80% of the investigated library and information centers do not provide instruction and guidance because they have no qualified staff to serve these purposes.

5.2.16 Techniques of Circulation

Circulation service informs learners what the library has? With the help of circulation service learners get opportunity to find out documents from library resources. For circulating library resources library authority applies many techniques.

Table 24: Techniques of Circulation

Category	Frequency (N)	Percent of Responses	Percent of cases
Preparing current awareness list	0	00	00
Preparing list of books	5	35.71	100
Book display	5	35.71	100
Book fair, book exhibition	0	00	00
Catalog	3	21.43	60
Bibliography	1	7.14	20
Computerized catalog	0	00	00
Preparing index and abstract	0	00	00
Developing websites	0	00	00
TV and radio program	0	00	00
Total	14	100	

Valid Cases: 05
Source: Questionnaire

From the table 24 it is said that all the investigated library and information centers circulate their resources through preparing list of books and book display. These techniques are applied by BOU libraries because these are easy to organize. Other mechanism like current awareness list, book fair, book exhibition, computerized catalog, index, abstract, websites, TV and radio program are not followed or applied by anyone of the investigated library and information centers for circulating library resources due to lack of trained staff, modern information and communication technology oriented equipments.

5.3 Section B: Distance Learners' Library Needs

The aim of this section is to express the reasons for which distance learners need library. The library resources, services, facilities and equipments that required for distance learners are discussed here. The procedures that distance learners prefer to get library services and the reasons of the necessity of reference, instruction and guidance services are also described in this section.

5.3 .1 Reasons of Using the Library

Without direct instruction or guidance provided by any teacher, distance learners continue their education with self direction. For this reason they use library and information center as supporting tools for pursuing their education properly. The researcher of this study specifies the reasons for which distance learners use libraries.

Table 25: Reasons of Using the Library

Category	Frequency (N)	Percent of Responses	Percent of cases
Searching course related materials	112	13.48	70.00
Preparing assignments and tutorials	143	17.21	89.38
Academic and documentary information	149	17.93	93.13
Searching catalog and internet	97	11.67	60.63
Reading books and reference books	128	15.40	80.00
Instruction and inspiration	113	13.60	70.63
Borrowing books	89	10.71	55.63
Total	831	100.00	

Valid Cases: 160
Source: Questionnaire

Table 25 shows that the highest portion of the sample respondents i.e. 93.13% use library for getting academic and documentary information while 89.38% of the respondents opine that they use library for preparing assignments and tutorials. About 80% of the respondent learners say that they need library for reading books and reference books. On the other hand 70.63% of the sample respondents also argue that they need library for instruction and inspiration.

5.3.2 Preferred Mode of Access

It is well known that learners always need document, information, instruction and guidance in pursuing their education. Generally they meet their necessities by consulting with teachers in formal education system. But in distance

education, in absence of this opportunity, distance learners depend on library highly and want to use library from distances.

Figure 3: Preferred Mode of Access
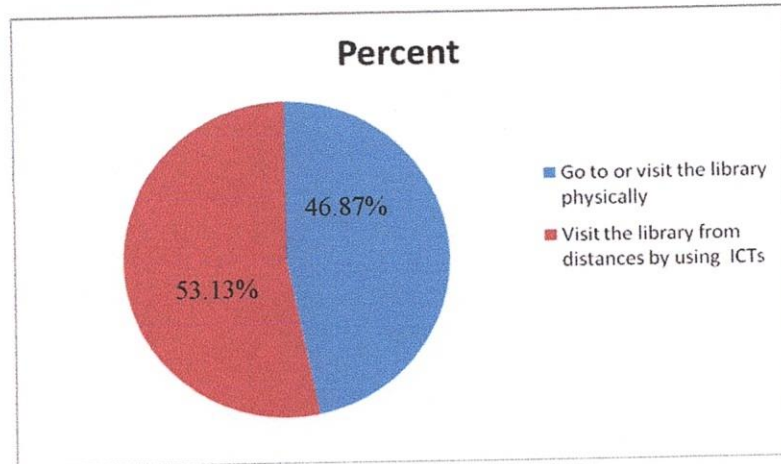
Valid Cases: 160
Source: Questionnaire

The figure 3 indicates that 53.13% prefer to access the library and library services from distances by using modern ICTs. They like this process because it saves time and money, reduce geographical distances and easy to use wherever they are or whenever they like. About 46.87% of the respondents opine that they like to visit the library physically for meeting their different requirements. They like this process because IT equipments and facilities are not necessary in this process. Moreover, easy interaction happened between the learner and library staff by this way.

5.3.3 Necessary Library and Information Services

For providing better support to distance learners, library authority needs to offer better library and information services. These are the core things that satisfy learners by meeting their requirements. For this reason the library of a distance teaching institution should offer such library services based on learners' need. Distance learners need those library services that meet their necessities quickly, easily and timely.

Table 26: Necessary Library and Information Services

Name of library services	Hardly ever	%	Occasionally	%	Some times	%	Frequently	%	Almost always	%	Total	%
Reference service					14	8.75	19	11.88	96	60.00	129	80.63
Abstracting and indexing			20	12.50	7	4.38					27	16.88
Cataloging service			21	13.13	39	24.38	37	23.13	30	18.75	127	79.38
Bibliographic services			38	23.75							38	23.75
Referral service			26	16.25							26	16.25
Interlibrary loan service			37	23.13							37	23.13
Lending					38	23.75	11	6.88	87	54.38	136	85.00
CAS			47	29.38	38	23.75	35	21.88			120	75.00
SDI			40	25.00	36	22.50					76	47.50
Circulation					30	18.75	28	17.50	80	50.00	138	86.25
Reprographic					23	14.38	27	16.88	79	49.38	129	80.63
Document delivery service					21	13.13	25	15.63	88	55.00	134	83.75
Instruction & guidance service					32	20.00	10	6.25	104	65.00	146	91.25
On line service			14	8.75	77	48.13	25	15.63			116	72.50
Data base service			84	52.50	22	13.75					106	66.25
Total			327		377		217		564		1485	

Count % within total respondents (160)

Source: Questionnaire

The table 26 shows that 80.63% of the respondents need reference service while 85% of the respondents need lending and 91.25% of the sample respondents need instruction and guidance services for knowing the location of documents, searching the documents and for solving their problems at hand. On the other hand, 80.63% of the sample learners opined that they need reprographic while 86.25% of the respondents need circulation and 83.75% respondents need document delivery services to get photocopy facilities and to borrow documents from the library. The table also indicates that 23.75% of the respondents need bibliography while 23.13% need for inter library loan and 16.25% need for referral services. On the contrary, 75% of the respondents need CAS to know the current documentary information in pursuing their education. On the question regarding the frequency of the necessity of library and information services the table shows that 60% of the respondents need

reference services almost always while cataloging service is needed by 24.38% of the respondents sometimes. About 50% of the respondents opined that they need circulation service almost always while 48.13% of the respondents mention that they need on-line services sometimes.

5.3.4 Necessary Library and Information Facilities

In distance education library facilities are must for meeting the requirements of the learners. Library facilities make the activities of libraries alive. It creates learners' interest in using library. Distance learners expect those library facilities that support them in meeting their demands from the library.

Table 27: Necessary Library and Information Facilities

Name of library facilities	Hardly ever	%	Occasionally	%	Some times	%	Frequently	%	Almost always	%	Total	%
Reading room					11	6.88	55	34.38	94	58.75	160	100
Internet searching			14	8.75	72	45.00	26	16.25			112	70
Print and photocopy					19	11.88	57	35.63	84	52.50	160	100
Borrowing			9	6.63	56	35.00	44	27.50	38	23.75	147	91.88
Hearing audio cassettes and radio programs					47	29.38	28	17.50			75	46.88
Watching video cassettes and TV programs					57	35.63	24	15.00			81	50.63
Group discussion					46	28.75	35	21.88	32	20.00	113	70.63
Remote accession			12	7.50	40	25.00	31	19.38	49	30.63	132	82.50
Total			35		348		300		297		980	

Count % within total respondents (160)
Source: Questionnaire

The table 27 shows that all the sample respondents need reading room, print and photocopy facilities. About 91.88% of the respondents opine that they need borrowing facilities while 70.63% of the respondents inform that they need group discussion facilities. 46.88% of the respondents inform that they need library facilities for hearing audio cassettes and radio programs while 50.63% respondents need watching video cassettes and TV programs. On the question regarding the frequency of the necessity of library and information facilities the table 27 shows that 58.75% of the sample respondents need reading room

facilities almost always while 30.63% of the sample respondents opine that they need remote accession facilities almost always. They require those facilities because they want to read documents while necessary and access the library from distances. From the table 27 it is also shown that borrowing and group discussion facilities are needed by 35% and 28.75% of the sample respondents respectively which they mention as sometimes. About 29.38% of the sample learners opine that they need hearing audio cassettes and radio programs while 35.63% of the respondents need for watching video cassettes and TV programs facilities sometimes because they have no facilities to watch or hear programs on radio and TV at home.

5.3.5 Necessary Library and Information Equipment

Library equipments are essential ingredients for distance learners' library system. The researcher of this study tried to identify which equipments are needed by the distance learners. The question regarding the necessity of library and information equipments 85% of the respondents opine that they need computer and IT equipments to search internet.

Table 28: Necessary Library and Information Equipment

Name of library equipment	Hardly ever	%	Occasionally	%	Some times	%	Frequently	%	Almost always	%	Total	%
Computer and IT					32	20.00	55	34.38	49	30.63	136	85.00
TV and Radio			24	15.00	57	35.63					81	50.63
Electronic and digital equipments					16	10.00	62	38.75			78	48.75
Visual materials			84	52.50	12	7.50					96	60.00
Photocopier					34	21.25	83	51.88			117	73.13
Total			108		151		200		49		508	

Count % within total respondents (160)
Source: Questionnaire

The table 28 shows that as the library equipment TV and radio are needed by 50.63% of the sample learners to hear and to watch different educational

programs. From the total only 48.75% of the sample learners agreed that they need electronic and digital materials to collect and retrieve documents and information. Table 28 also presents that most of the respondents i.e. 34.38% need computer and IT equipments frequently. TV and radio are sometimes needed that marked by 35.63% sample learners. It is also said from this table that photocopier are needed frequently by 51.88% of the respondents while 52.50% of the sample respondents opine that they need visual materials occasionally.

5.3.6 Necessary Library and Information Resources

It is well known that library resources are the heart around which all the library activities revolve. In distance education, learners provide more importance on library resources because of their different needs.

Table 29: Necessary Library and Information Resources

Library resources	Hardly ever	%	Occasi onally	%	Some times	%	Frequ ently	%	Almost always	%	Total	%
Text book					13	8.13	50	31.25	97	60.63	160	100.00
Reference book			28	17.50	33	20.63	15	9.38			76	47.50
Audio book			31	19.38							31	19.38
Audio cassette			56	35.00	23	14.38					79	49.38
Video & Video cassette			70	43.75	10	6.25					80	50.00
Newspaper					17	10.63	64	40.00	79	49.38	160	100.00
E-book ,E-databases & CD			68	42.50	24	15.00					92	57.50
Total			253		120		129		176		678	

Count % within total respondents (160)
Source: Questionnaire

The table 29 shows that all the sample learners need text book and newspaper. Distance learners need this resource for reading, getting information, acquiring knowledge, preparing assignment and tutorials and acquiring clear concept on any specific topic related with their syllabus. About 49.38% of the sample distance learners opined that they need audio cassette while 50% of the respondents need video and video cassette for hearing and watching any program broadcasted by radio and TV or recorded instructional lecture provided by any instructor or any recorded educational program related to their

syllabus. The table 29 shows that most of the sample learners i.e. 60.63% need text book almost always while reference book is needed sometimes by most of the respondents. It is also said from the table 29 that newspaper is needed almost always by 49.38% respondents while 35% need audio cassette and 43.75% need video & video cassette occasionally.

5.3.7 Reasons of the Necessity of Library Instructions and Guidance

Distance learners need instruction and guidance services highly to pursue their education properly. The library staffs of a distance teaching institution play the role of a instructor to provide this services.

Table 30: Reasons of the Necessity of Library Instructions and Guidance

Category	Hardly ever	%	Occa siona lly	%	Some times	%	Frequ ently	%	Almost always	%	Total	%
Preparation for examination			15	9.38	47	29.38	26	16.25	10	6.25	98	61.25
Understanding instructors' lecture			15	9.38	23	14.38	31	19.38	44	27.50	113	70.63
Prepare assignments and tutorials			34	21.25	64	40.00	21	13.13			119	74.38
Solve problems			37	23.13	46	28.75	11	6.88			94	58.75
Total			101		180		89		54		424	

Count % within total respondents (160)
Source: Questionnaire

The table 30 shows that most of the sample learners i.e. 70.63% need instruction and guidance services for understanding instructors' lecture. When distance learners are failed to attend the instructors' lecture in study center or fail to acquire clear concept about any subjective matter they need to consult with anybody. On the other hand in absence of proper interaction between teacher and learner, even learner from the learner group in distance education, learners need to know about the preparation of examination. For these reasons, 61.25% of the sample distance learners expect instruction and guidance services from the library. The table 30 also shows that a large portion i.e. 74.38% and 58.75% learners need this service for preparing assignments and tutorials and for solving problems respectively. They express the necessities of instruction and guidance services for those purposes because there is no other source that helps them in writing, editing and preparing assignment and

tutorials, in doing home task and in providing better solutions for solving any problem. The table 30 also shows that majority of the sample respondents i.e. 29.38% need instruction and guidance services sometimes to prepare for examination while 40% of the respondents need for preparing assignments and tutorials and 28.75% for solving problems sometimes. On the contrary, 27.50% of the sample respondents need this service almost always for understanding instructors' lecture.

5.3.8 Reasons of the Necessity of Reference Assistance

Distance education is self-directed education systems where learning activities are mostly done by distance learners' own initiatives. For doing this, distance learner depend on libraries and expect reference assistance from the libraries in accordance to their necessities. With the help of reference assistance from the library, distance learners teach what to do? How to do? When to do? Why to do? In this context the researcher of this study tried to specify the reasons of the necessity of reference assistance.

Table 31: Reasons of the Necessity of Reference Assistance

Category	Hardly ever	%	Occasionally	%	Some times	%	Frequently	%	Almost always	%	Total	%
Retrieving of documents			25	15.63	29	18.13	24	15.00	41	25.63	119	74.38
Use of library resources: reference book, e-book, data base, CD			21	13.13	40	25.00	53	33.13	22	13.75	136	85.00
Use of internet, on line catalog, bibliography			16	10.00	18	11.25	55	34.38	35	21.88	124	77.50
Use of library equipments, facilities & services			13	8.13	42	26.25	47	29.38	32	20.00	134	83.75
Application of modern technologies			19	11.88	33	20.63	39	24.38	36	22.50	127	79.38
Searching and location of documents			29	18.13	27	16.88	47	29.38			103	64.38
Identify documents needed to fulfill requirements			12	7.50	80	50.00	20	12.50			112	70.00
Total			135		269		285		166		855	

Count % within total respondents (160)
Source: Questionnaire

The table 31 presents that 83.75% of the respondents need reference assistance for using of library equipments, facilities and services while 77.50% of the sample learners opine that they need this assistance for using internet, on line catalog, bibliography. Most of the distance learners are not expert in using library services (on-line, CAS, SDI, bibliographic service), library equipments (computer accessories, digital and electronic devices) that's why they need reference assistance. About 79.38% of the sample learners opine that they need reference assistance for application of modern technologies while 74.38% of the respondent marks for retrieval of documents. A large portion of sample learners i.e. 64.38% express that they need reference assistance for knowing searching and location of documents. The table 31 also shows that reference assistance is needed almost always for retrieval of documents which is reported by 25.63% of the sample respondents. About 33.13% of the respondents mention that they need this assistance for using library resources while 29.38% opine that they need reference assistance for using library equipments, facilities and services frequently.

5.3.9 Procedures for Getting Reference, Instruction and Guidance Services
Distance learners expect to get their required reference, instruction and guidance services from the library properly and timely. From the table 32, it is said that by using telephone majority of the sample learner i.e. 80.63% want to get reference, instruction and guidance services. Distance learners like to use this technique because they can able to communicate quickly with the library staffs by using this method and get rapid response.

Table 32: Procedures for Getting Reference, Instruction and Guidance Services.

Name of procedures	Least preferred	%	Less preferred	%	Some what preferred	%	Preferred	%	Most preferred	%	Total	%
Face to face			17	10.63	59	36.88	61	38.13	23	14.38	160	100
e-mail					27	16.88	43	26.88	21	13.13	91	56.88
Telephone					21	13.13	36	22.50	72	45.00	129	80.63
SMS					33	20.63	49	30.63	15	9.38	97	60.63
Live chat session			38	23.75							38	23.75
Total			55		140		189		131		515	

Count % within total respondents (160)
Source: Questionnaire

All the respondents like the technique "face to face" for getting reference, instruction and guidance services. With the help of face to face conversation distance learners are able to interact easily with library staffs, express their requirements properly and fulfill their demands. About 56.88% of the respondents opine that they want to use e-mail while 60.63% of the respondents like SMS for getting reference, instruction and guidance services. The table 32 also indicates that 45% of the respondents marked telephone as their most preferred method for getting reference, instruction and guidance services. Face to face regarded as preferred method to 38.13% sample respondents while e-mail is preferred by 26.88% and SMS is preferred by 30.63% respondents. Live chat session method is comparatively less preferred for getting reference, instruction and guidance services because sample respondents do not know the application of this technologies.

5.4 Section C: Distance Learners' Opinion

This section discusses distance learners' opinion regarding the services, facilities, resources and equipments they get from the RRC libraries. The procedures by which distance learners use RRC libraries and the frequency of the use of RRC libraries are explained here. This section also exposes the process by which distance learners get RRC library services, facilities, resources and equipments. At the end of this section the author expresses distance learners' opinion regarding the RRC library systems and services.

5.4.1 Frequency of the Use of RRC Libraries

Distance learners need to use the library almost always for reading, for getting instruction, guidance and inspiration. From this viewpoint the researcher of this study specifies the frequency of the use of RRC libraries by the BOU learners.

Table 33: Frequency of the Use of RRC Libraries

Name of the library	Frequency (N)	Percentage (%)
Daily	10	6.25
4-5 times a week	17	10.62
1-3 times a week	25	15.63
2-3 times a month	62	38.75
Once a month	46	28.75
Total	160	100

Valid Cases: 160
Source: Questionnaire

Table 33 presents that 28.75% of the respondents use RRC library once a month for getting academic and documentary information. They cannot use the library regularly because they are located at distances from the library. On the contrary, about 15.63% of the sample distance learners use RRC library 1-3 times a week. Only 6.25% of the sample learners opined that they use library daily for reading books, reference books and newspaper. They able to use library daily because the location of RRC library is nearby their home that support to visit RRC library in a very short time.

5.4.2 Library and Information Services Get from RRC Libraries

BOU distance learners want to get their required services from the RRC libraries. They want to get any ICT related modern library services that provides rapid response and saves time from the RRC libraries. Table 34 indicates that the highest portion of sample distance learners i.e. 42.50% get reprographic service from the RRC libraries. On the contrary reference service is got by 34.48% of the sample learners. About 32.50% of the respondents opine that they get instruction service from RRC libraries while cataloging service is got by only 21.88% of the sample learners.

Table 34: Library and Information Services Get from RRC Libraries

Library services	Hardly ever	%	Occasionally	%	Some times	%	Frequently	%	Almost always	%	Total	%
Reference service			10	6.25	45	28.13					55	34.38
Cataloging service			16	10.0	19	11.88					35	21.88
Reprographic service			38	23.75	30	18.75					68	42.50
Lending service			23	14.38							23	14.38
Instruction service			34	21.25	18	11.25					52	32.50
Circulation service			29	18.13	18	11.25					47	29.38
On-line			-	-	-	-					00	00
Database			-	-	-	-					00	00
Total			150		130						280	

Count % within total respondents (160)
Source: Questionnaire

On the question regarding the frequency of library services get from RRC libraries, the table 34 indicates that 28.13% sample learners get reference services sometimes from the RRC libraries. About 11.88% of the respondent learners opine that they get cataloging service sometimes. About 23.75% of the sample learner argues that they get reprographic service while 14.38% of the respondents get lending service, 18.13% get circulation and 21.25% get instruction services from the RRC libraries occasionally.

5.4.3 Library and Information Facilities Get from RRC Libraries

While discussing with RRC library staffs they informed that they provide reading room, hearing audio cassettes and radio program, watching video cassettes and TV program, group discussion facilities to learners. But distance learners differently present their opinion. The table 35 shows that only 6.25% of the respondents get hearing audio cassettes and radio program and 7.5% get watching video cassettes and TV program facilities from the RRC libraries. The researcher of this study thinks that because of inadequate equipments and technological support RRC libraries do not provide these services properly and timely.

On the contrary, majority of the sample learners i.e. 83.75% mention that they get reading room facilities from the RRC libraries. Sufficient infrastructural facilities & furniture help the RRC library authority to provide reading room facilities to the learners when required.

Table 35: Library and Information Facilities Get from RRC Libraries

Library facilities	Hardly ever	%	Occasionally	%	Some times	%	Frequently	%	Almost always	%	Total	%
Reading room					20	12.50	42	26.25	72	45.00	134	83.75
Internet											00	00
Hearing audio cassettes and radio programs			10	6.25							10	6.25
Watching video cassettes and TV programs			12	7.50							12	7.50
Group discussion			28	17.50	46	28.75	55	34.38			129	80.63
Print & Photocopy					37	23.13	64	40.00	59	36.88	160	100.00
Borrowing			35	21.88	27	16.88					62	38.75
Total			85		130		161		131		507	

Count % within total respondents (160)
Source: Questionnaire

The table 35 also shows that all the respondents get print and photocopy facilities from the RRC libraries while 80.63% of the respondents opine that they get group discussion facilities. On the question regarding the frequency of facilities get from RRC libraries, the table 35 shows that 45% of the respondents get reading room facilities almost always while 34.38% get group discussion and 40% get print and photocopy facilities frequently.

5.4.4 Library and Information Resources Used from RRC Libraries

The satisfaction of the distance learners can be achieved when availability of the resources should be ensured. For this reason RRC libraries should build up standard library resources especially required for distance learners.

Table 36: Library and Information Resources Used from RRC Libraries

Library resources	Hardly ever	%	Occasi onally	%	Some times	%	Frequ ently	%	Almost always	%	Total	%
Text book							36	22.50	84	52.50	120	75.00
Reference book	27	16.88	8	5.00							35	21.88
Newspaper					15	9.38	39	24.38	91	56.88	145	90.63
Audio cassette			12	7.50							12	7.50
Video, Video cassette and CD			14	8.75							14	8.75
Total	27		34		15		75		175		326	

Count % within total respondents (160)
Source: Questionnaire

The table 36 shows that most of the respondents i.e. 75% get text book in RRC libraries. The BOU authority provides printed text books designed for distance learners to the RRC and ensures the availability of this resource. About 21.88% distance learners opine that they can use reference book in RRC libraries while 8.75% of the respondents can use video, video cassette and CD. From this table it is shown that most of the distance learners i.e. 90.63% use newspaper in RRC libraries. The table 36 also presents that most of the respondents i.e. 52.50% get text book and 56.88% get newspaper almost always from RRC libraries.

5.4.5 Equipments Used from RRC Libraries

Library equipments are helpful to locate, specify and search the library materials. It ensures not only the effective use of library resources but also saves the time and effort of the user. Table 37 indicates that distance learners do not get any opportunity to use computer & IT equipments, electronic & digital equipments in RRC libraries. About 33.13% of the respondent learners opine that they get photocopier facilities at RRC libraries.

Table 37: Equipments Used from RRC libraries

Library equipment	Frequency (N)	Percent of Responses	Percent of cases
Computer and IT	0	00	00
TV and Radio	22	29.33	13.75
Electronic and digital equipment	0	00	00
Photocopier	53	70.67	33.13
Total	75	100.00	

Valid Cases: 160
Source: Questionnaire

About 13.75% of the sample learners mention that they use TV and radio at RRC libraries. Because of the lack of necessary equipments in terms of quantity at RRC libraries the distance learners cannot get expected services.

5.4.6 Instruction and Guidance Services Get from RRC Libraries

Instruction and guidance services always help distance learners and make their problems easy and understandable. From this perspective it is essential to know the purposes for which BOU distance learners get these services from the RRC libraries. The table 38 shows that only 36.88% of the respondents get these services for understanding instructor's lecture.

Table 38: Instruction and Guidance Services Get from RRC Libraries

Category	Hardly ever	%	Occasionally	%	Some times	%	Frequently	%	Almost always	%	Total	%
Prepare assignments and tutorials			22	13.75	54	33.75					76	47.50
Solve problems			30	18.75	28	17.50					58	36.25
Preparation for examination			28	17.50	26	16.25					54	33.75
Understanding instructors' lecture			29	18.13	30	18.75					59	36.88
Total			109		138						247	

Count % within total respondents (160)
Source: Questionnaire

The table 38 also shows that 47.50% of the sample learners get instruction and guidance services for preparing assignment and tutorials while only 36.25% of the respondents opine that they get this services for solving problems from RRC libraries. Absence of trained manpower and staffs sound mentality to serve are the reasons that hinder in organizing instruction and guidance services in RRC libraries. On the question regarding the frequency of instruction and guidance services get from RRC libraries, table 38 shows that 33.75% of the respondents get instruction and guidance service sometimes for preparing assignment and tutorials while 18.75% get this service sometimes for understanding instructors' lecture. On the contrary, 18.75% of the respondents indicate that they get this service for solving problems occasionally. Not a single sample respondent mention that they get instruction and guidance services almost always or frequently.

5.4.7 Reference Assistance Get from RRC Libraries

Distance learners want to get reference service from the library. The author of this study traces out the purposes for which distance learners get reference assistance from RRC libraries.

Table 39: Reference assistance get from RRC libraries

Category	Frequency (N)	Percent of Responses	Percent of cases
Identify documents needed to fulfill requirements	41	16.67	25.63
Searching of documents	35	14.23	21.88
Location of documents	63	25.61	39.38
Retrieving of documents	31	12.60	19.38
Use of library resources, equipments, facilities & services	76	30.89	47.50
Use of internet, on line catalog, database & e-documents	00	00	00
Total	246	100	

Valid Cases: 160
Source: Questionnaire

Table 39 shows that 25.63% of the respondent learners get reference assistance to identify documents needed to fulfill requirements while 21.88% opine that they get this service to search the documents. About 39.38% of the sample learners opine that they get reference assistance to locate documents. Only 19.38% of the respondents get reference assistance for retrieving documents. About 47.50% of the sample learners reported that they get reference assistance for using of library resources, equipments, facilities and services. From the table 39 it is also said that not a single respondent can get any reference assistance for using internet, on line catalog, database and e-documents.

5.4.8 Method of Getting Reference, Instruction and Guidance Services

Distance learners want to get reference, instruction and guidance services almost always. In this context, the researcher of this study specifies how distance learners get these services from the RRC libraries.

Figure 4: Methods of Getting Reference, Instruction and Guidance Services

Percent

Legend:
- Face to face conversation
- Telephone
- SMS
- e-mail
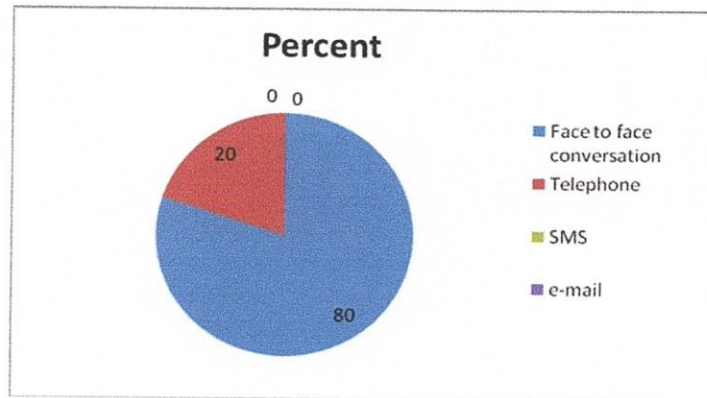
Valid Cases: 160
Source: Questionnaire

The figure 4 shows that majority of the sample respondents i.e. 80% get reference, instruction and guidance services from RRC libraries through face to face conversation. Distance learners need to go to the RRC library to get these services. Only 20% of the sample respondents opine that they get these services through telephone. No one of the sample respondents opines that they get reference service through SMS and e-mail.

5.4.9 Availability of Library Staffs' Assistance

For using library resources, facilities and services properly library staff plays a vital role in any education process. In this context, the researcher tries to know the frequency of staffs' assistance that the distance learners get from RRC library. Figure 5 indicates

Figure 5: Availability of Library Staffs' Assistance

Percent

Legend:
- Always
- Most of the time
- Some time
- Rarely
- Never
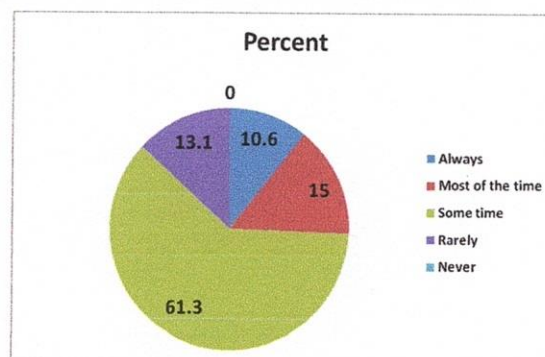
Valid Cases: 160
Source: Questionnaire

that most of the sample learners i.e. 61.30% get assistance from the RRC library staffs sometimes while 15% of the respondents opine that they get these services always. About 13.10% of the sample respondents provide negative response about this issue and mark as rarely.

5.4.10 Use of Other Sources

Distance learners need to meet their different requirements. For this reason they use RRC libraries mainly. The researcher of this study tries to know the sources that the distance learners use for fulfilling their documentary, informational and instructional needs.

Table 40: Use of Other Sources

Category	Hardly ever	%	Occasi onally	%	Some times	%	Freque ntly	%	Almost always	%	Total	%
Public library			14	8.75	34	21.25					48	30.00
Study centers' library			21	13.13	16	10.00					37	23.13
Learned person					21	13.13	48	30.00			69	43.13
Total			35		71		48				154	154

Count % within total respondents (160)
Source: Questionnaire

Table 40 shows that beside RRC libraries 30% of the respondents use public library for reading and also for getting, information, instruction and inspiration. The table reveals that 23.13% learners used study centers' library through the permission of the head of the academic institution for meeting their information and documentary needs. About 43.13% of the sample learners meet learned person nearby their leaving station to get suggestions or acquire knowledge about their subjective matter. From the table 40, it is said that 30% of the respondents get help from learned person frequently. On the contrary, 21.25% of the respondents use public libraries sometimes while 13.13% of the respondents use study centers' library occasionally.

5.4.11 Opinion Regarding RRC Library Systems

The researcher of this study tries to explore how satisfied the distance learners are regarding the RRC library systems and services of BOU. Table 41 indicates

that most of the sample learners i.e. 86.88% are dissatisfied regarding the RRC library services they get.

Table 41: Opinion Regarding RRC Library Systems

Category	Frequency (N)	Percent of Responses	Percent of cases
Library services	139	26.94	86.88
Library resources	121	23.45	75.63
Library facilities	146	28.29	91.25
Library staffs	110	21.32	68.75
Total	516	100.00	

Valid Cases: 160
Source: Questionnaire

About 68.75% of the sample learners opine that they are dissatisfied regarding RRC library staffs while 91.25% of the respondents report dissatisfaction regarding library facilities. A large portion of the sample learners i.e. 75.63% mark dissatisfied regarding the RRC library resources.

5.4.12 Reasons of Dissatisfaction Regarding Library Services

From the previous table it is found that distance learners are not satisfied with the library services they get. For this reason the researcher of this study specifies the reasons that create distance learners' dissatisfaction regarding the library services. The Table 42 mentions that 86.88% of the respondents report inadequacy of library services is the main reason of their dissatisfaction regarding library services.

Table 42: Reasons of Dissatisfaction Regarding Library Services

Category	Frequency (N)	Percent of Responses	Percent of cases
Inadequacy of library services	139	24.39	86.88
Complexities in accessing library services	88	15.44	55.00
Unavailable at the time in need	119	20.88	74.38
Lengthy processing Time	92	16.14	57.50
Absence of modern technologies	132	23.16	82.50
Total	570	100.00	

Valid Cases: 160
Source: Questionnaire

About 82.5% of the sample learners opine that they are dissatisfied regarding library services because RRC libraries do not use modern technologies in providing library services. On the other hand about 55% of the respondents strongly agree that they face different complexities in accessing library services which is the reasons of their dissatisfaction. A larger portion of the sample learners i.e. 74.38% opine dissatisfaction because library services are not available at the time in need.

5.4.13 Reasons of Dissatisfaction Regarding Library Resources

RRC libraries collect and organize library materials for supporting distance learners but distance learners are not satisfied regarding their library resources. The researcher of this study specifies the reasons that create distance learners' dissatisfaction regarding library resources. From the table 43 it is said that most of the learners i.e. 75% of the respondents are dissatisfied with the library resources because of the unavailability of library resources while 64.38% of the respondents are dissatisfied for insufficient variety of library resources. About 65.63% of the sample learners mention that the main reason of their dissatisfaction is the low quality of library resources.

Table 43: Reasons of Dissatisfaction Regarding Library Resources

Category	Frequency (N)	Percent of Responses	Percent of cases
Low quality	105	18.85	65.63
Low quantity	108	19.39	67.50
Insufficient variety	103	18.49	64.38
Unavailability of library resources	120	21.54	75.00
Unavailable at the time in need	121	21.72	75.63
Total	557	100.00	

Valid Cases: 160
Source: Questionnaire

Table 43 also shows that majority of the sample learners i.e. 67.50% strongly marks low quantity of the library resources is the reason of their dissatisfaction. On the other hand about 75.63% of the sample learners agree that they are not

satisfied regarding this issue because library resources are not available at the time in need.

5.4.14 Reason of Dissatisfaction Regarding Library Facilities

The researcher of this study tries to specify the distance learners' opinion regarding library facilities they get. From the table 44 it is said that highest portion of the respondents i.e. 91.25% displease regarding this issue because of the unavailability of library facilities. Inadequacy of library facilities is another reason that makes dissatisfaction to 86.88% of the sample learners. About 85.63% of the respondents mention that they are dissatisfied regarding library facilities because RRC libraries do not provide library facilities through using modern technologies. A large portion of the sample learners i.e. 80% indicate that RRC library facilities are not available timely which is another reason for their dissatisfaction.

Table 44: Reason of Dissatisfaction Regarding Library Facilities

Category	Frequency (N)	Percent of Responses	Percent of cases
Inadequacy of library facilities	139	20.62	86.88
Absence of modern technologies	137	20.33	85.63
Unavailable at the time in need	128	18.99	80.00
Unavailability of library facilities	146	21.66	91.25
Lengthy processing Time	124	18.40	77.50
Total	674	100.00	

Valid Cases: 160
Source: Questionnaire

5.4.15 Learners' Opinion Regarding Library Staffs

Library personnel or staffs are essential ingredients who provide library services. The researcher of this study tries to inform about the learners' opinion regarding RRC library staffs.

Table 45: Learners' Opinion Regarding Library Staffs

Category	Poor	%	Fair	%	Mode rate	%	Good	%	Exce llent	%	Total
Skills/Knowledge	110	68.75	16	10.00	34	21.25					160
Responsiveness	107	66.88	15	9.38	38	23.75					160
Staff friendliness	21	13.13	92	57.50	47	29.37					160
Staff helpfulness	27	16.88	96	60.00	37	23.13					160
Staff competence	102	63.75	15	9.38	43	26.88					160

Count % within total respondents (160)
Source: Questionnaire

The table 45 shows that most of the sample distance learners i.e. 68.75% are dissatisfied regarding library staffs because of their poor skills/knowledge while 63.75% of the sample distance learners mention poor competence. Poor responsiveness of library staffs is another reason of the dissatisfaction that opined by 66.88% of the respondents. About 57.50% of the respondents mention that the level of staffs friendliness is 'Fair' while 60% of the respondents opine positively regarding this issue and mark as 'Fair'. Most of the library personnel are not qualified and trained that's why distance learners do not get required services as they expect.

5.5 Conclusion

As like as the formal education system, library is an essential ingredient in distance education system that helps distance learners in pursuing their education. The objectives of this study are to trace out the present status of BOU library systems and specify the existing activities of BOU libraries that they organize for the distance learners. For this purpose the researcher of this study collects data from director, librarian and library staffs of the selected BOU libraries and the sample distance learners. The researcher edits, organizes and analyzes all the gathered data with the help of modern statistical methods. From the above analysis and discussion, it can be said that library and information systems of BOU are not organized considering the distance learning communities, their needs and status. It is also said that the library services of BOU is so distressful that cannot take proper role in providing educational support to the distance learners of BOU. In other words, distance learners do not get necessary support from BOU libraries. Based on the above interpretation the researcher finds out some outputs that are discussed in the next chapter.

Chapter Six

Summary of the Findings

6.1 Introduction

6.2 Section A: Library Systems and Services of BOU

6.3 Section B: Distance Learners' Library Needs

6.4 Section C: Distance Learners' Opinion

6.5 Conclusion

Chapter Six
Summary of the Findings

6.1 Introduction

In the previous chapter data related to library systems and services of BOU, distance learners' library needs and distance learners' opinion regarding library systems and services of BOU are discussed and analyzed. As a result, some concluding remarks i.e. findings have been traced out regarding those aspects. This chapter discusses findings and presents the existing situation and condition of BOU library systems and services. Similar to data analysis process the findings of this study are also presented in three sections in this chapter. Findings that traces out from analyzing data on library systems and services of BOU have been presented in Section A. Findings that come out from the analysis of distance learners' library need have been presented in Section B and the findings that come out from the analysis of distance learners' opinion regarding the services, facilities, equipments and resources they get from BOU libraries have been presented in Section C.

6.2 Section A: Library Systems and Services of BOU

6.2.1 Availability of Resources

Most of the BOU library and information centers suffer from inadequate library resources. Because of this absence they cannot provide required documents to the learners at the time in need. As can be seen from figure 6, reference book, CD, video cassette and audio cassette were available in only 03 i.e. 60% of the sample library and information centers. It can also be seen that text book and newspaper were available in all the investigated libraries (05) while modern library resources such as audio book, e-book, e-database etc. were not available in any one of the investigated BOU library and information centers. This is a surprising finding clearly indicates that BOU library and

information centers are suffered from e-resources. This finding also shows that BOU runs its library activities by using traditional print base library resources.

Figure 6: Availability of Resources
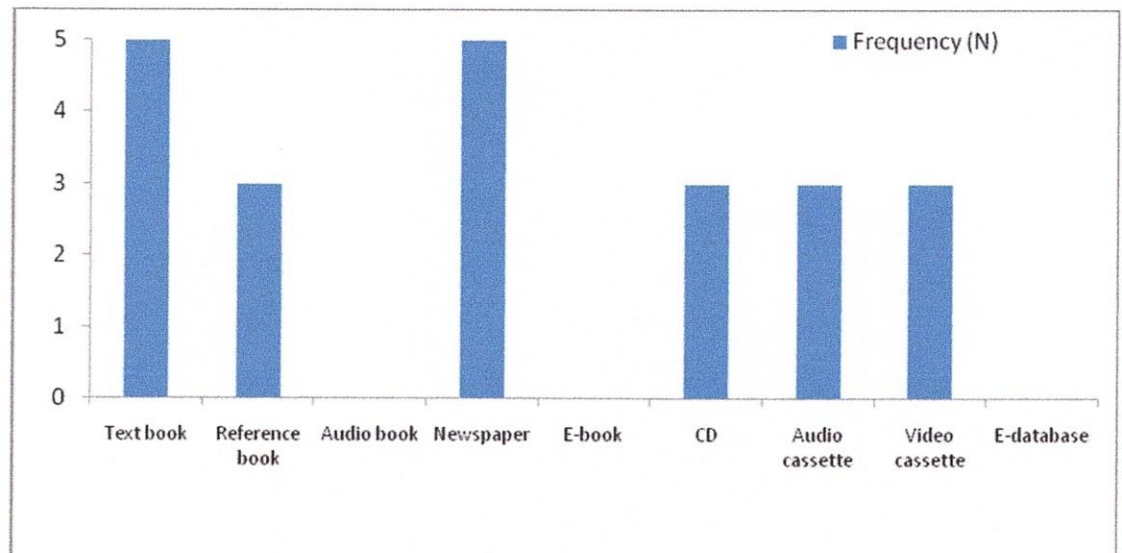
Valid Cases: 05
Source: Questionnaire

6.2.2 Availability of Equipments

BOU libraries suffer from insufficient library equipments for searching, retrieving documents and for doing library activities as well as for organizing library services. From the table 12 in chapter five, it is found that radio, TV and tape recorder were available only 03 (60%) sample library and information centers. From this table it can also be seen that photocopier was available in 04 (80%) sample libraries but computer, printer, laptop, barcode reader and scanner were not available in most of the sample BOU library and information centers. These findings indicate that the modern ICT supported library equipments that suitable to organize distance learners' library services are absent and insufficient in BOU libraries.

6.2.3 Qualification of Library Staffs

Analyzing table 13 in chapter five, it was found that non professional staffs were involved in all library and information centers (05) for providing library and information services. This finding clearly indicates that all the investigated

BOU libraries suffer from the lack of manpower both in quality and quantity. From this figure it can also be concluded that because of the absence of expert personnel, investigated BOU libraries could not offer better services to the distance learners.

6.2.4 Availability of Library and Information Services

As a service center BOU libraries offer library services for its users. As can be seen from figure 7, reference, circulation, instruction and guidance services were available in all the (05) sample libraries. It can also be shown that modern library services like CAS, SDI, content page, referral, inter library loan, database, on-line, indexing and abstracting services were not offered or organized by the surveyed library and information centers of BOU. All these indicate that proper library and information services are not provided by the investigated BOU libraries for distance learners.

Figure 7: Availability of Library and Information Services
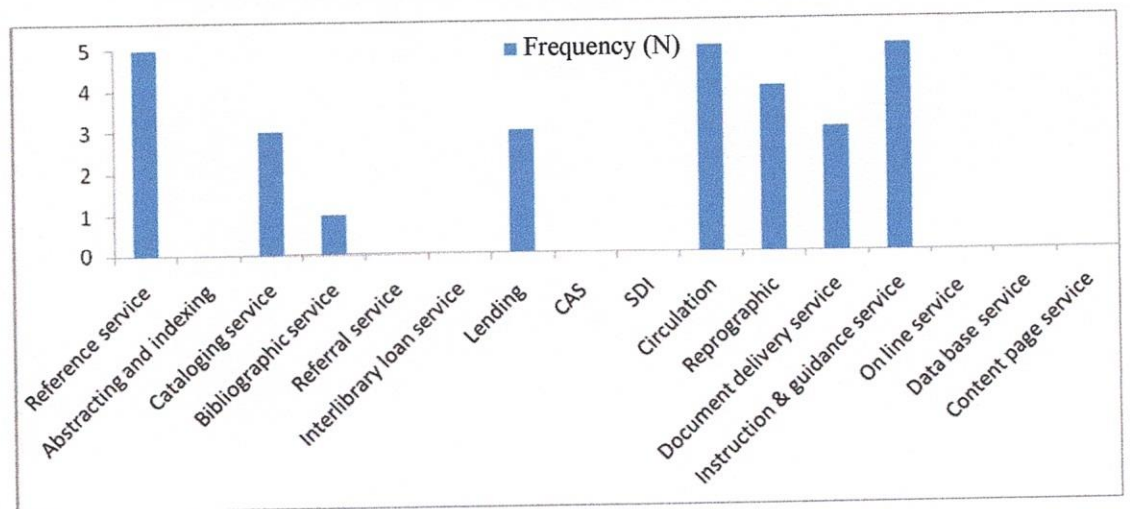
Valid Cases: 05
Source: Questionnaire

6.2.5 Selection Procedures

Before providing library services, the most vital factor is to decide which services are to be offered. In this context, BOU libraries did not maintain standards. From the data in figure 1 in chapter five it can be shown that no one

from the investigated BOU library and information centers provides any preference to the needs of distance learners in selecting library and information services. It can also be shown from the figure 1 that information seeking behavior and the expert opinion were not analyzed by the investigated BOU libraries for selecting library services while all (05) the investigated libraries followed course curriculum and the opinion of librarian, library assistance and staffs for this purpose. So it can be concluded that proper rules are not followed by BOU libraries for selecting library and information services.

6.2.6 Availability of Library Facilities

The library facilities that required for the distance learners are not provided by BOU libraries. From figure 8 it can be seen that the facilities namely hearing audio cassettes and radio programs, watching video cassettes and TV programs were available in 03 i.e. 60% of the sample libraries while internet facilities were not available in any one of the investigated BOU library. The finding indicates that the library facilities provided by investigated BOU libraries are inadequate.

Figure 8: Availability of Library Facilities
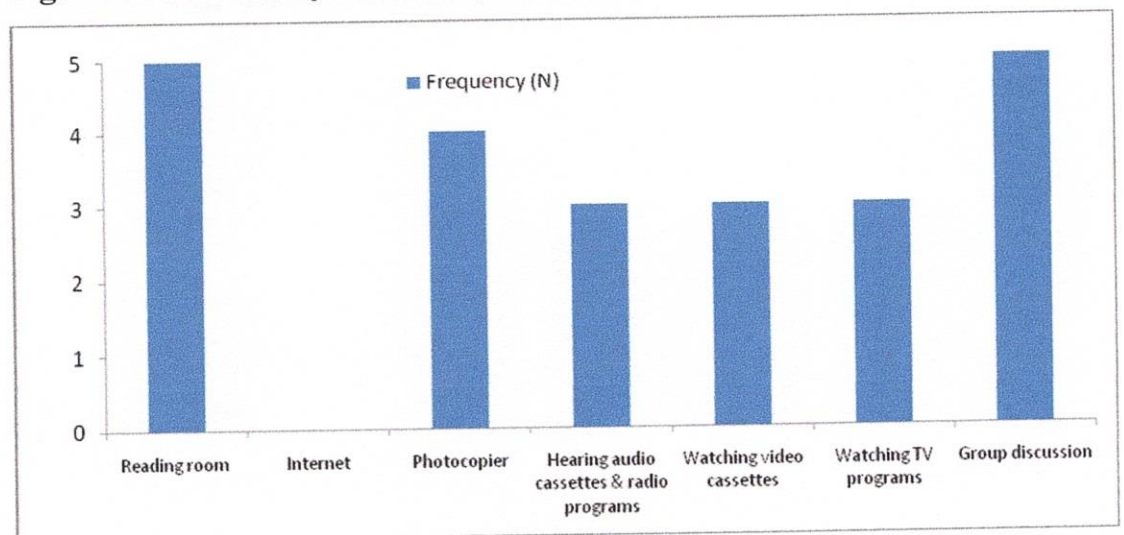
Valid Cases: 05

Source: Questionnaire

6.2.7 Processing Activities

The investigated BOU libraries do not process all the activities that are highly required to make the libraries fit for providing better services. The table 16 in chapter five showed that catalog, classification were done by only 03 (60%) of the investigated BOU library and information centers. From the data in that table it can also be found that modern library activities namely index, abstract, web page design, creation of e-document etc. were absent in all (05) the investigated BOU libraries. All of these indicate that library processing activities are not done properly by BOU libraries.

6.2.8 Availability of Reference Assistance

The investigated BOU libraries provide reference assistances for their users but in limited purposes. As can be seen in figure 9, out of 05 only 03 (60%) investigated BOU libraries provided reference assistance for locating, searching, retrieving, using library materials and for fulfilling specific objectives. It can also be found in the figure 9 that reference assistance for using internet, on line databases, e-resources, on line catalog were not provided by any one of the surveyed libraries. So it can be concluded that the reference assistances provided by the investigated BOU libraries are improper and inadequate.

Figure 9: Availability of Reference Assistance
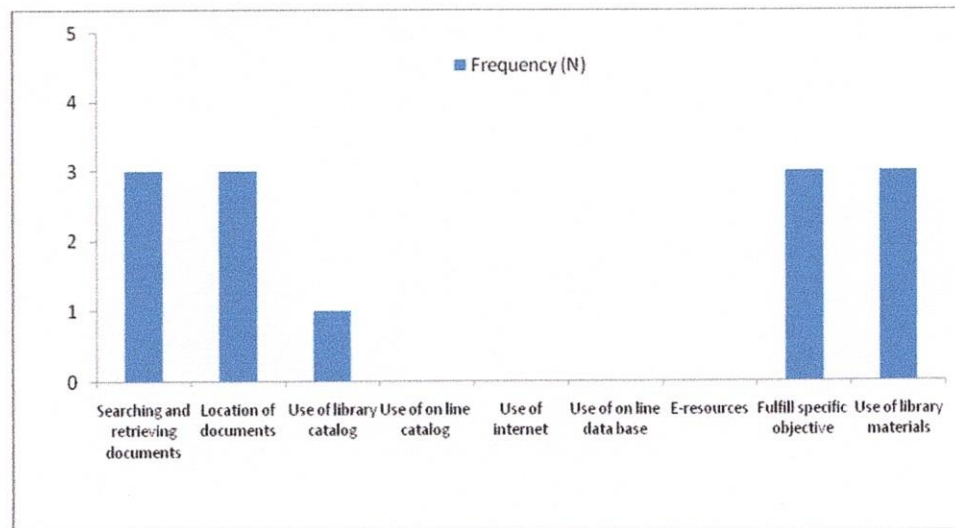
Valid Cases: 05

Source: Questionnaire

6.2.9 Methods of Providing Reference Assistance

The procedures that apply for providing reference assistance are vital specially for distance learners. But the investigated BOU libraries do not play significant role regarding this issue. After analyzing data in table 18 in chapter five it is found that face to face conversation and telephone were used by all (05) the surveyed BOU library and information centers for providing reference assistance. From this table it is also found that modern internet based techniques like e-mail, SMS, FAQ, live chat session, ASK a librarian were not used by any one of the surveyed BOU libraries for this purpose. These findings indicate that the techniques to provide reference assistance followed by BOU libraries are not up-to-date and modern technology oriented.

6.2.10 Methods of Document Delivery

The library of a distance learning institution ensures the availability of documents at home through document delivery system. BOU libraries offer this service aimed at meeting learners' documentary need. From the table 19 presented in chapter five, it is found that only 03 (60%) of the sample libraries deliver documents to the distance learners through postal and courier services. This finding indicates that out of 05, 02 i.e. 40% of the BOU libraries did not offer any document delivery service. It can also be seen in the table 19 that quick document delivery process such as e-mail, web site etc. were not applied for delivering documents by any one of the investigated BOU libraries. This finding clearly shows that BOU libraries deliver documents to the learners in traditional ways which are time consuming process.

6.2.11 Methods of Communication

As can be seen from figure 10, telephone, postal and courier services were used as communication medium by all (05) the investigated BOU libraries to communicate with distance learners. It can also be shown that e-mail and website were not used as communication medium by any one of the investigated BOU libraries. The finding indicates that the system or medium

used for maintaining communication by BOU are traditional and time consuming.

Figure 10: Methods of Communication
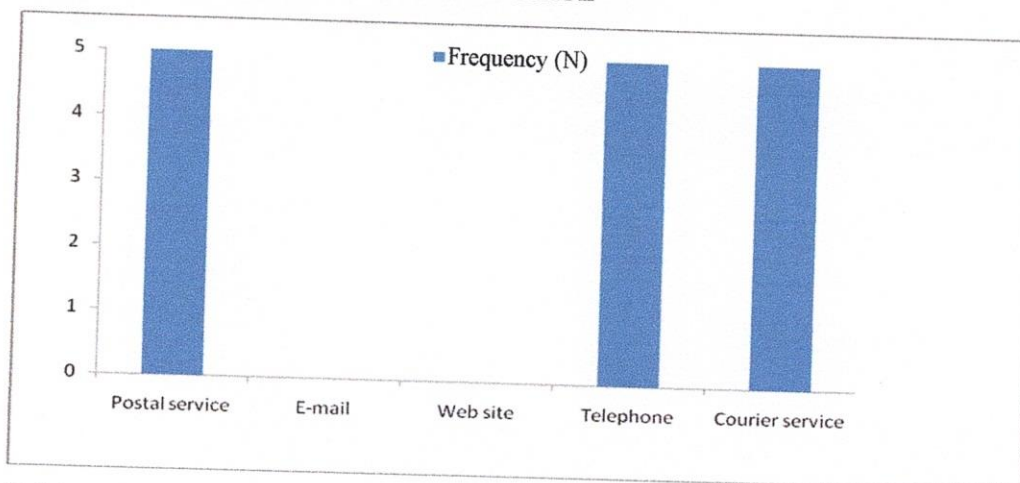
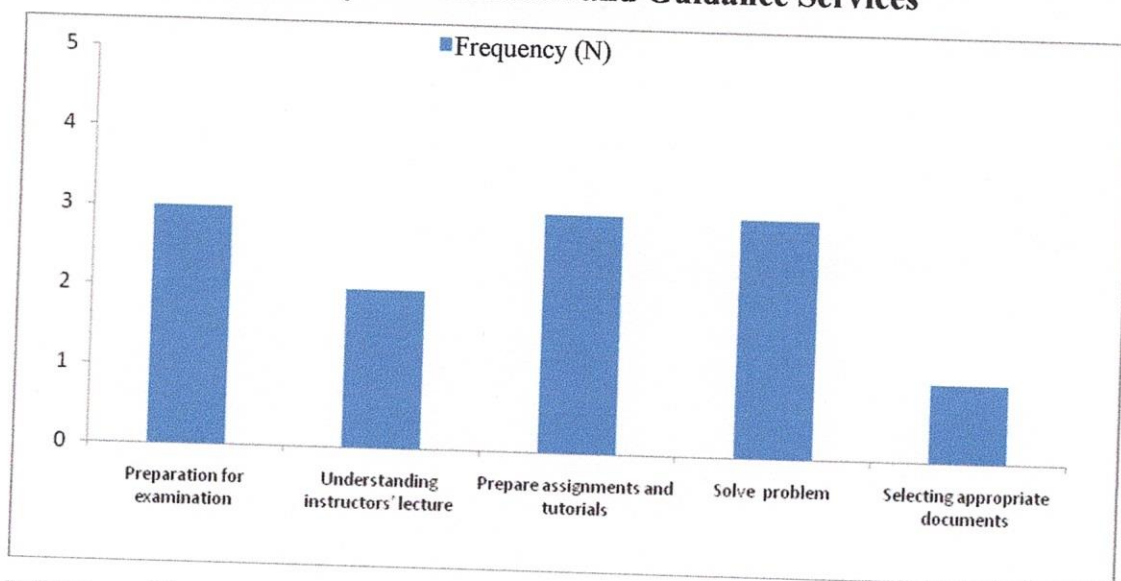Valid Cases: 05

Source: Questionnaire

6.2.12 Mode of Access

Distance learners use BOU library and information centers by visiting physically. This is the only way by which distance learners use BOU libraries that means investigated BOU libraries are not accessed from distances or through using ICTs. The researcher of this study thought that in absence of this facilities distance learners feel disinterest in using RRC libraries.

6.2.13 Availability of Instruction and Guidance Services

Distance learners need instruction and guidance for various purposes. Considering this BOU libraries offer this service but in limited areas. From the figure 11, it can be found that out of 05 only 03 i.e. 60% of the surveyed BOU libraries provided instruction to prepare for examination and for submitting assignments and tutorials and for solving problems while only 02 (40%) surveyed BOU libraries noted that they offered this services for understanding instructors' lecture. This finding indicates that instruction and guidance services provided by BOU libraries are inadequate.

Figure 11: Availability of Instruction and Guidance Services

Valid Cases: 05

Source: Questionnaire

6.2.14 Techniques of Circulation

Although circulation services are very much essential to the distance learners, the BOU libraries do not provide this service properly. It can be found from the data in table 24 in chapter five that book display and preparing list of books methods were used by the entire investigated BOU library and information centers (05) to organize circulation service for the distance learners. It can also be found that current awareness list, computerized catalog, index, abstract, book fair, book exhibition, website, TV and radio program were not used to circulate the documents by any one of the surveyed libraries. This finding indicates that the circulation services applied by the investigated BOU libraries are inadequate and insufficient.

6.3 Section B: Distance Learners' Library Needs

6.3.1 Reasons of Using the Library

The necessities of libraries of the distance learners are differ from the necessities of general students. From figure 12, it can be found that the highest portion i.e. out of 160, 149 (93.13%) respondent needed library for getting academic and documentary information while number of 143 respondents

(89.38%) needed library for preparing assignments and tutorials and 128 respondents (80%) needed library for reading. The figure 12 also showed that out of 160, 89 (55.63%) respondents needed library for borrowing books. These findings indicate that distance learners need library for information, document, instruction and guidance.

Figure 12: Reasons of Using the Library
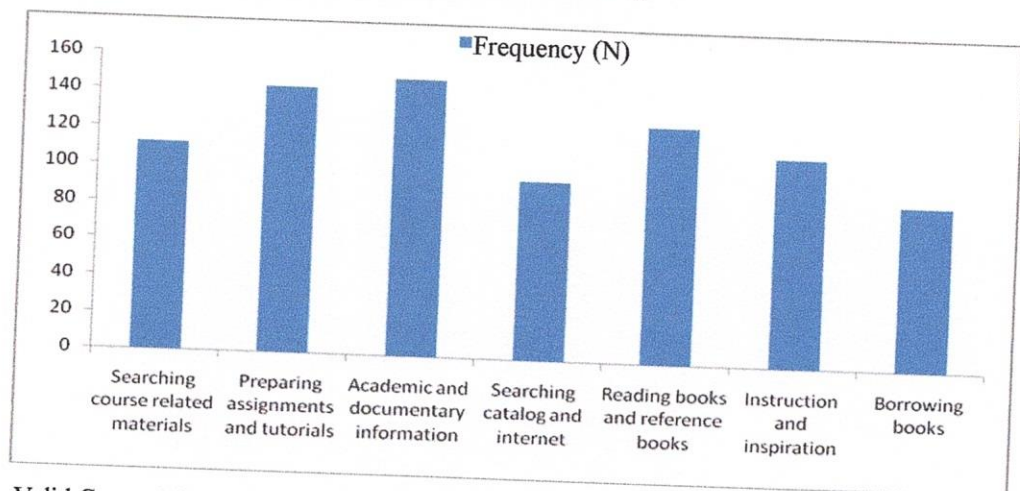
Valid Cases: 160
Source: Questionnaire

6.3.2 Necessary Library and Information Services

Distance learners need library support for pursuing education. Based on the necessities, different types of library services they required. It can be seen from the data in figure 13, the highest number i.e. out of 160, 146 (91.25%) respondents reported that they need instruction and guidance service while 138 (86.25%) respondents reported that they need circulation and 129 (80.63%) respondents mentioned that they need reference services. From this figure it is also found that indexing, abstracting, bibliography, referral, inter library loan and SDI services were comparatively less necessary to the distance learners. All these indicate that distance learners want those library services which provide information, document, instruction and guidance and are available and accessible easily and quickly.
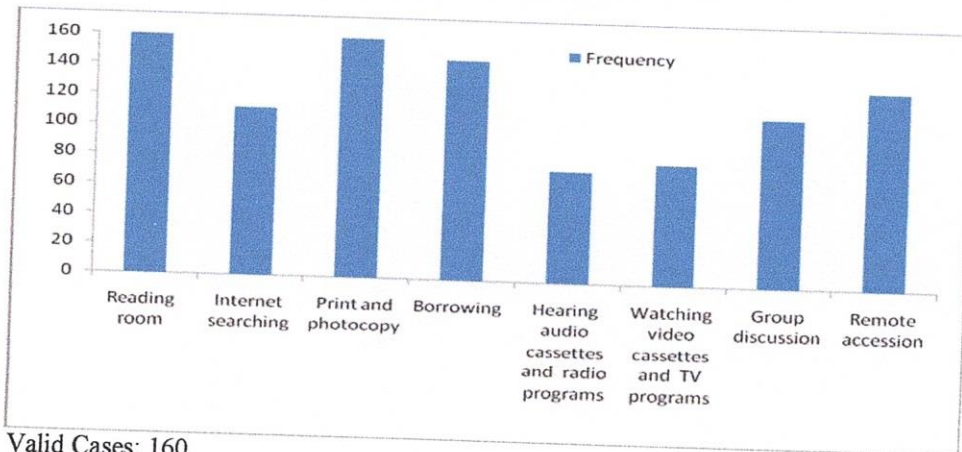
Figure 13: Necessary Library and Information Services
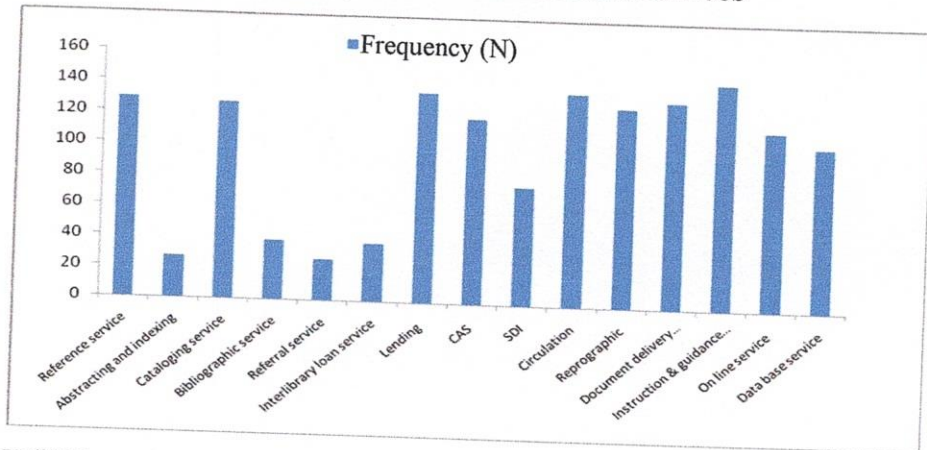
Valid Cases: 160
Source: Questionnaire

6.3.3 Necessary Library and Information Facilities

Library facilities facilitate learners to use library resources effectively and enhance the use of libraries with interest. Distance learners are benefited while they get necessary facilities from the library. From the figure 14 it is found that all the respondents (160) need reading room, print and photocopy facilities. Majority of the respondent i.e.147 (91.88%) reported that they need borrowing facilities while the lowest portion i.e.75 (46.88%) mentioned that they needed library facilities for hearing audio cassettes and radio programs. All these indicate that distance learner need library facilities from the RRC library as the academic library provides for their general students.

Figure 14: Necessary Library and Information Facilities

Valid Cases: 160
Source: Questionnaire

6.3.4 Necessary Library and Information Equipments

The distance learners who are economically poor to purchase equipments necessary for continuing their learning activities expect to get support with necessary equipments from libraries. It can be found from the data in table 28 in chapter five that majority of the respondents i.e. 85% distance learners needed computer and IT equipments while 50.63% of the respondents needed TV and radio and 48.75% of the respondents need electronic and digital equipments. From the table 28 it is also shown that electronic and digital equipments, computer and IT and photocopier were needed frequently while TV and radio were needed sometimes by most of the respondents. The finding clearly indicates that distance learners need ICT supported modern library equipments to get document and information through searching and reprographic ways.

6.3.5 Necessary Library and Information Resources

Distance learners' necessities are always different from general learners. They need such type of library materials that are easy to use without any help of additional equipments. This study found that all the respondent learners (160) needed text books and newspaper highly. It can be found in figure 15 that out of 160, 76 i.e. 47.50% needed reference book while 92 i.e. 57.50% needed e-book, e-database and CD. This finding indicates that audio cassette, video & video cassettes were comparatively less necessary to the respondent learners. The findings also indicate that compared with non-print, non-book materials, print materials are highly necessary by distance learners.

**Figure 15: Necessary Library and Information Resources**
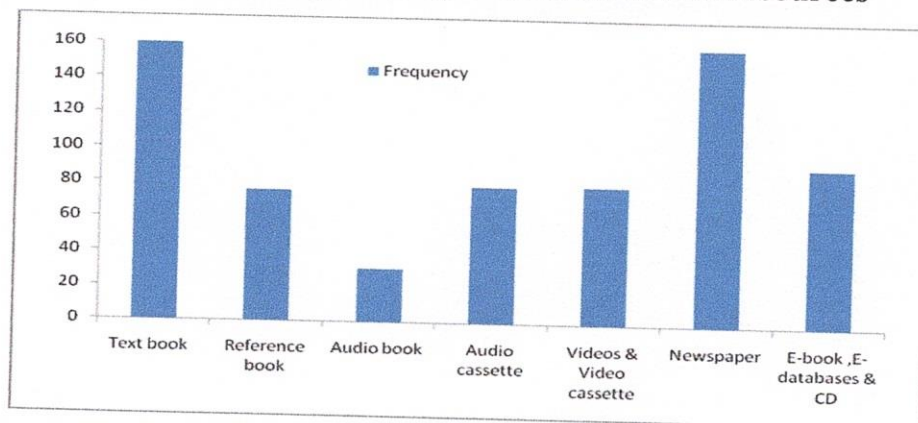
Valid Cases: 160
Source: Questionnaire

6.3.6 Reasons of the Necessity of Library Instruction and Guidance

Distance learners need instructions and guidance service from the library because libraries are the only place from where they can get these services urgently in lieu of face to face communication and direct instruction of a teacher. As shown in figure 16, the highest portion i.e. out of 160, 119 (74.38%) respondents reported that they needed instructions and guidance services for preparing assignment and tutorials while 113 respondents (70.63%) provided opinion that they needed this service for understanding instructors' lecture. A large portion of respondents i.e. out of 160, 94 learners (58.75%) mentioned that they required instructions and guidance services for solving problems. Considering these it can be concluded that learners need these services for acquiring clear understandings regarding any subjective matter of their syllabus and achieving degree with sound academic result.

Figure 16: Reason of the Necessity of Library Instruction and Guidance
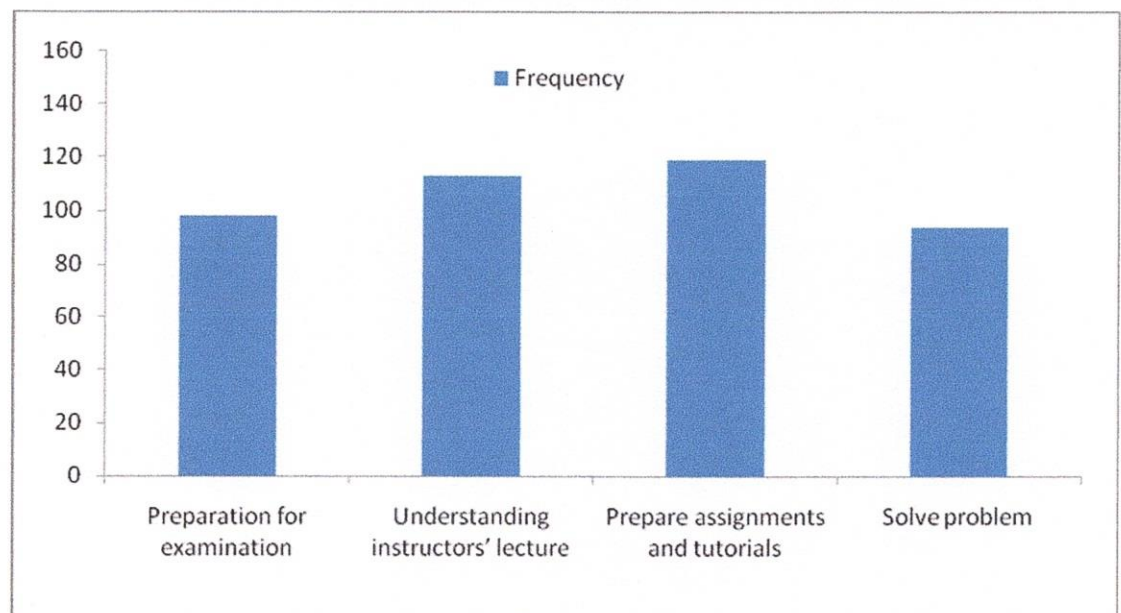
Valid Cases: 160
Source: Questionnaire

6.3.7 Reason of the Necessity of Reference Assistance

Distance learners need to solve their requirements at hand. In this case they need personal assistance from the library staffs. From the table 31 in chapter five, it can be seen that the highest portion i.e. 83.75% of the respondents need

reference assistance for using library equipments, facilities and services while 79.38% of the respondents needed this service for application of modern technologies. It can also be found that 64.38% of the respondents needed reference assistance for searching and location of documents while 74.38% needed this service for retrieving of documents. Question regarding the frequency of the necessity of reference assistance it was found that most of the sample learners need this assistance almost always for retrieving of documents whereas they needed this assistance frequently for using library resources, library equipments, facilities, services, Internet, on-line catalog, bibliography and searching and location of documents. These findings indicate that distance learners need reference assistance mainly to use library resources properly aimed at getting required documents and information quickly.

6.4 Section C: Distance Learners' Opinion

6.4.1 Frequency of the Use of RRC Libraries

BOU established library and information center in its RRC aimed at meeting learners' informational and documentary needs. But RRC libraries are not developed till today. As can be seen from figure 17, only 6.25% of the respondents reported daily regarding the use of the library. On the contrary, the highest portion i.e. 38.75% of the respondents opined that they used RRC library 2-3 times a month. This finding indicates that distance learners are not interested to use RRC libraries.

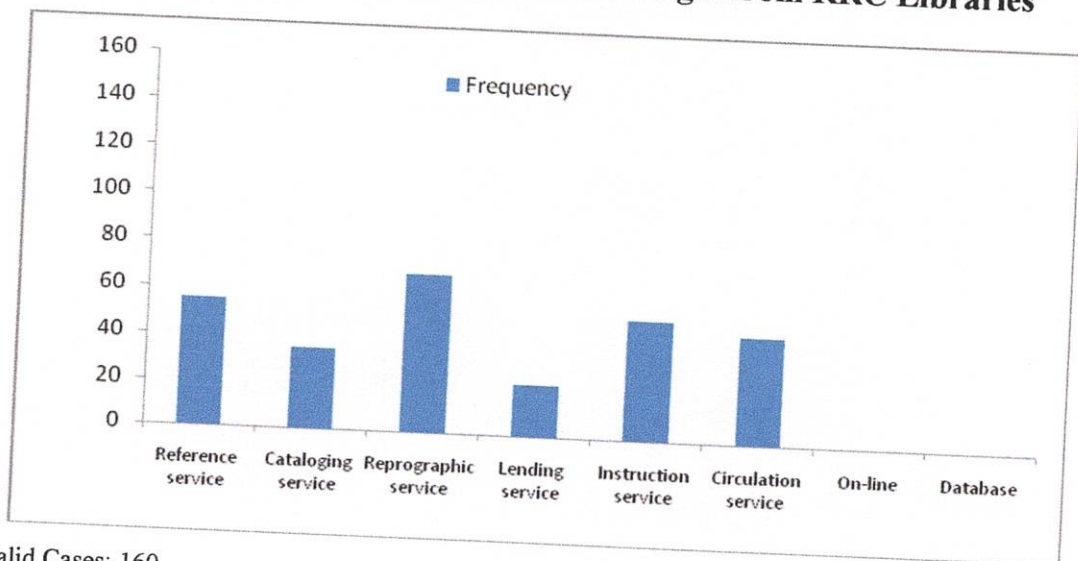**Figure 17: Frequency of the Use of RRC Libraries**
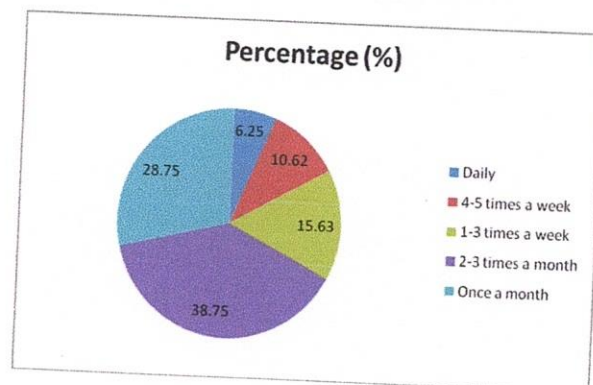
Valid Cases: 160
Source: Questionnaire

6.4.2 Library and Information Services get from RRC Libraries

BOU distance learners do not get proper library services from RRC libraries at the time when required. Few library services that offered by RRC libraries are not suitable for meeting distance learners different categories of needs. From the figure 18, it is found that out of 160, only 68 i.e. 42.50% respondents got reprographic services from the RRC libraries while only 55 i.e. 34.38% got reference service and 52 i.e. 32.50% got instruction services. From this figure it also found that only 23 i.e. 14.38% respondent got lending services. This is surprising finding indicating that RRC libraries do not provide on-line and database service for distance learners. All of these clearly indicate that inadequate and insufficient library services are got by BOU distance learners.

Figure 18: Library and Information Services get from RRC Libraries

Valid Cases: 160
Source: Questionnaire

6.4.3 Library and Information Facilities get from RRC Libraries

BOU distance learners visit RRC libraries to get library facilities. But practically they do not get expected support from the RRC libraries. After data analysis the researcher of this study found that 83.75% of the respondent learners got reading room, 80.63% of the respondents got group discussion and 38.75% of the respondents got borrowing facilities from RRC libraries. This

finding mentions which facilities the distance learners were got from RRC libraries. This is a surprising finding indicating that various library facilities namely hearing audio cassettes and radio programs, watching video cassettes and TV programs facilities were not highly available in RRC libraries. This finding indicates that distance learners are not get adequate or sufficient library facilities from RRC libraries.

### 6.4.4 Library and Information Resources Used from RRC Libraries

Library resources are the key element of a library. But unfortunately the sample respondents are not provide any positive comments regarding RRC library resources. It can be found in table 36 in chapter five that most of the sample learners i.e. 75% got text book, 21.88% got reference book and 90.63% got newspaper from the RRC libraries. It can also be found that audio cassette, video, video cassette and CD were not got by 90% learners at the time in need. These findings indicate that the RRC libraries are not developed with adequate resources necessary to fulfill the needs of distance learners.

6.4.5 Instruction and Guidance Services Get from RRC libraries

Although instruction, guidance and reference assistance are vital for distance learners, BOU learners do not get this service properly and timely. As can be seen in figure 19, out of 160, 76 (47.5%) respondents reported that they got instruction and guidance services from RRC libraries to prepare assignments and tutorials while only 58 i.e. 36.25% of the respondents noted that they got this service for solving problems. From this figure it is also found that out of 160, only 54 (33.75%) sample respondents got this service to prepare for examination. All these clearly indicate that improper, inadequate and insufficient instruction, guidance and reference services are offered by RRC libraries to its distance learners.

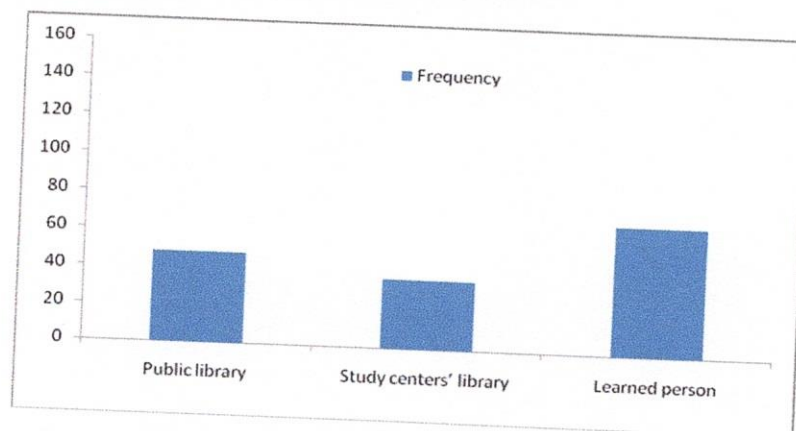**Figure 19: Instruction and Guidance Services Get from RRC Libraries**
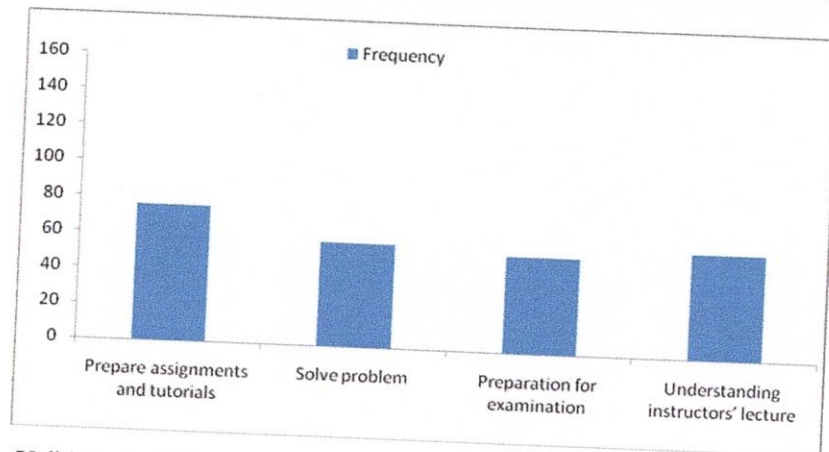
Valid Cases: 160
Source: Questionnaire

6.4.6 Use of Other Sources

Distance learners used other sources for meeting their requirements. From the figure 20 it is found that out of 160, number of 48 (30%) respondents used public library while 37 respondents i.e. 23.13% used study centers' library. From this figure it is also found that out of 160, 69 i.e. 43.13% distance learners consult learned persons nearby their living station. These findings indicate that distance learners need information, document, instruction and guidance almost always and RRC libraries cannot able to satisfy their learners' demands.

Figure 20: Use of other sources

Count % within total respondents (160)
Source: Questionnaire