

An Analysis of Issues and Problems of BRAC's *Gonokendra Pathagar*

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TABLE OF CONTENTS

Table of contents	II	
Acknowledgments	III	
Abstract	IV	
Introduction	1	
An overview of BRAC <i>Gonokendra Pathagar</i>	1	
Beneficiaries of BRAC <i>Gonokendra Pathagar</i>	2	
Operational fund	2	
Management	3	
Objectives of the study	3	
Limitations of the study	3	
Methods and materials	4	
Findings	5	
Perception of community towards BRAC <i>Gonokendra Pathagar</i>	5	
Community participation	6	
Trend and pattern of <i>pathagar</i> use	6	
Gender issues in using BRAC <i>Gonokendra Pathagar</i>	7	
Needs and interest of the <i>pathagar</i> users and use of reading materials	8	
Some other issues and problems	10	
Discussions and conclusions	12	
Management implications	15	
References	16	
Appendices	17	

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ABSTRACT

This study aimed at gaining a comprehensive understanding of issues and problems that effect the normal operation of BRAC *Gonokendra Pathagar* (community based library). Information was collected from six *pathagars* through in-depth interviews. It was found that community perception towards BRAC *Gonokendra Pathagars* was positive. The community participated actively in establishing the *pathagars* that remained active until BRAC contribution was given. The trend of *pathagar* use gradually increased in the 1st year of establishment, but declined from the second year. The trend of borrowing books in majority *pathagars* was found to decline while school examinations became closer and during the long vacations. Predominance of female users was found much higher in the Female type *pathagars*, but it was lower in the General and Small type *pathagars*. Almost all the users had interest in newspaper. Reading materials were required in accordance with the level and types of the users, and most users required to have more reference books and religious books. Access of all types of users should be ensured to maximize the utilization of the *pathagars*. Reading materials should be made available according to their needs and interests. As the normal functioning of the *pathagars* depends on active committees, careful attention should be given in selecting the committee members to make the *pathagar* programme more effective and sustainable.

INTRODUCTION

Development of rural libraries are an important contributory issue in the context of economic development, instituting required change in our social system and economic life, poverty reduction, strengthening of literacy affords, expansion of educational base, and undertaking development initiatives. The rural people need support from all corners to uplift their socioeconomic conditions and raise their standard of living to enable them to lead a healthy and quality life (Khan, et al 1999). Considering the above views BRAC started to organize community-based libraries at rural level namely '*Gonokendra Pathagar*'.

An overview of BRAC *Gonokendra Pathagar*

BRAC started the *pathagar* programme in the second half of 1995, as a component of BEP's (BRAC Education Programme¹) Continuing Education Programme (CEP). Its main focus is to foster a learning environment in the rural Bangladesh. Some of the major objectives of the programme are to: (i) create a learning environment for the community specially to provide an opportunity to neo-literate as well as literate to develop their literacy skills further, (ii) develop the reading habit, (iii) organize discussions and short courses to extend the current knowledge on important life related issues (such as crops, health, sanitation, etc.), (iv) develop marketable skills and sensitize the rural population about the significance and strength of mass media to involve large population in a learning process.

Until 1999, BRAC had three types of *pathagars*, viz., General, Female and Small type *pathagars*. There are some differences among different types of *pathagars* in respect to number of member and amount of fund. For establishing a *pathagar* 200-300 subscribers are mobilised with a minimum subscription of Tk. 30,000. The number of subscribers are increased to 500-600 with subscription of Tk. 50,000 within a period two to three years, which can be relaxed for small and female type *pathagars*. The small and Female type *pathagars* can opened with 150 -200 subscribers and with a minimum subscription of Tk. 15,000 (NFPE, 1999). Small type *pathagars* are usually set up in economically backward

areas. It should be mentioned here that there is no target limit for number of membership or amount of fund raising.

The *pathagars* are usually set up in rooms, having adequate space (approximately 400-500 sq.ft.) provided by the concerned communities free of cost and generally equipped with about one thousand books, one daily newspaper and one weekly magazine. Most of these *pathagars* are kept open 6 days a week for 4 to 6 hours per day depending on amount of operational fund of the *pathagars*. Until, December 1999, BRAC was operating 402 *pathagars* with 2,61,346 members.

Beneficiaries of BRAC *pathagar*

The ultimate users of BRAC *pathagars* are the neo-literate, literate, educated and unemployed youths, working people, dropout, and regular student. In other words, all groups of rural people are expected to be benefited from the BRAC *pathagars*.

Operational fund

BRAC *pathagars* are mainly funded by a joint monetary contribution of both BRAC and the concerned community itself. Initially, when a community is willing to raise a fund, BRAC contributes an equal amount of money to create a reserve fund for *pathagar*. According to the existing procedure, the contribution of the community cannot be less than Tk. 25,000, and BRAC contribution will not be more than Tk. 1,00,000. The total amount is deposited on a fixed term basis in the name of a Trustee Board in a recognized financial institution. Until 1999, of the total 402, Trustee Board was formed in 243 *pathagars*, and BRAC paid its contribution. The monthly expenditure i.e., librarians' salary, electricity bill and newspaper bill, of the *pathagars* are met from the interest of the reserve fund.

The rate of subscription varies with the status of membership, which depends on the occupation and economic position of the potential members. There are different categories of membership in the *pathagars*, such as donor member, lifelong member, general member (male and female), student member, and children member. The

¹Formerly it was namely NFPE (Non-formal Primary Education Programme)

minimum ceiling of donation is Tk. 1,000 for donor members, Tk. 500 for lifelong members, Tk. 40 for general, and Tk. 10 for student members. Children are not charged for membership. The general and student membership are renewable on yearly basis.

Management

The daily routine activities of a *pathagar* are performed by a locally recruited part-time librarian and that are controlled and managed by a committee formed by the community. At the beginning of this type of *pathagar*, a convenor committee, consisting of 11-13 members, is formed for 2 years. The local NFPE Team In-charge (TI) is included in the committee as BRAC representative. The other members of the committee are selected from the community. Within 2 years of convenor committee formation, a Trustee Board should officially be formed and be registered with the concerned related government institution.

Objectives of the study

The main objective of the study was to gain a comprehensive understanding of the issues and problems that effect the normal operations of the *Gonokendra Pathagars*. To achieve this objective this study aims to:

- examine the perception of the community toward the BRAC *Gonokendra Pathagar* and the pattern of their participation in the programme;
- explore the trend and pattern of *pathagar* use, sex differences if any in *pathagar* use, and reasons behind these differences.
- assess the needs and interest of the *pathagar* users and the community.
- identify *pathagar* related problems.

Limitations of the study

The information for this study was collected from a limited number of *pathagars*, and all the programme areas have not been covered. Thus, the findings may not be representative. The respondents were not selected following any sampling or statistical

procedure, rather they were interviewed as they were available in the *pathagars* on the day of data collection.

METHODS AND MATERIALS

This study deals only with the rural based BRAC *Gonokendra Pathagars* following qualitative approach. Information was generated from different operational areas of BRAC's Continuing Education Programme (CEP), viz., Rajshahi, Magura, Comilla, Mymensingh and Gazipur. Among the areas, six *pathagars* were chosen purposively based on their types, location, and performance. Of the six selected *pathagars*, two *pathagars* were chosen from each type, i.e., two from General type, two from Female type and the rest two from the Small type of *pathagars*. From each type, one good performing and one poor performing *pathagar* were chosen. To identify good and poor performing *pathagars*, 60 *pathagars* were surveyed using a structured format that contained some pre-determined performance indicators (Khan, 1999). The *pathagars* to be surveyed were chosen randomly covering all the operational areas of the programme.

Data of this study, however, was collected mainly from people who directly were associated with the *pathagars*, such as; concerned librarians, BRAC staff, library users/members, members of the Trustee Board, and community people. The teachers of those schools where the BRAC *pathagars* were located, were also interviewed. Although, the sample size was not pre-determined, data were gathered from 54 primary school children, 46 girls and 66 boy students of secondary schools and colleges, 32 committee members, 18 teachers (6 from primary schools and 12 from high school), and 27 community people. Besides, nine Programme Organizers who directly associated with the programme and the six librarians of the selected *pathagars*, were also interviewed. Thus, altogether, 258 persons were interviewed.

The students of both primary and secondary education (girls and boys separately), committee members, and school teachers attached to *pathagars* were interviewed through focus group discussion (FGD) meetings. In each *pathagar*, 6 FGD meetings with the above mentioned respondents were conducted. Thus, a total of 36 meetings were held.

On average, 8-12 respondents attended in each meeting, The Programme Organisers, the Librarians and the community people were interviewed individually. To administer the interviews, separate checklists were used. In addition to these, the researchers also physically monitored the related registers, documents, and reading materials available in the *pathagars*.

FINDINGS

Perception of the community towards BRAC *pathagars*

Almost all the respondents, especially the educated people in each area expressed their positive reactions. According to them, the *pathagars* provide a magnificent opportunity for gaining knowledge not only for the students but also for everyone in the society. They further expressed that previously this opportunity was absent in their areas but now they have had an easy access to varieties of reading materials of interest to have current information on a regular basis. They also opined that the *pathagars* might help their children in building good character and bright career. Their children previously used to spend their leisure time in an undesirable manner, but now they use their idle time effectively in acquiring knowledge in the *pathagars*. The findings reveal that community perception towards BRAC *pathagars* was positive. The *pathagar* programme was highly recognized by the beneficiaries. Their perception was expressed through their feelings, and usefulness of the *pathagars* to them.

Although, a great majority of the community people nurtures the above views, some of them negatively thought that reading scope of novel and storybooks might hamper normal study of their children. Thus, they (children) would perform worse in the examinations. On this ground, they suggested to the concern librarians and their children not to issue and borrow novel or storybooks while their examinations became closer. In this regard, an interesting finding was that the student users contradicted with the above views of their guardians saying that reading novels and storybooks do not hamper their regular study because, they read these books during their leisure time. They also argued that there was no relationship between reading novel or storybooks and poor performance in school examinations.

Community participation

Most of all the *pathagars* had been established by contribution of community. They also had provided adequate space free of cost for the *pathagars* and mobilized fund by individual contribution and/or collection from different sources. Their contribution not only limited in mobilizing fund for establishing *pathagars* but also they were managing the *pathagars* through participating in management committee. It was found that the performance of those *pathagars* was satisfactory of which the committee members were more active.

It was observed that the committee members of the *pathagars* were active and dynamic until BRAC contribution was given. It is evident that the weekly or monthly meetings of the convenor committees and fund mobilization initiatives were regular before they received BRAC's contribution. The intensity of community participation did not remain active over time due to some internal and external factors, such as; village politics, misunderstanding and miscommunication with BRAC, and dependency on an individual person of the committee or on BRAC, etc. In many cases, the committees became inactive not only due to the above reasons but also due to the extent of their conflicts on their personal and professional activities. It is widely recognized that active participation of the community can play a vital role for the success of any development initiatives. Thus, the programme has been designed in a way so that the community will take a major part in establishing as well as managing the *pathagars*.

Trend and pattern of *pathagar* use

The concerned librarians and Programme Organizers in several areas informed that approximately a quarter of the total members used *pathagars* regularly, and a quarter of them was irregular². The remaining half of the total members neither attended the *pathagars* nor borrowed any reading materials. This indicates that they didn't have interest or awareness or motivation in using the *pathagars*. However, the trend of attendance increased gradually over time. Interestingly, some non-members in each *pathagar* were found to attend regularly to read newspapers and books.

² The author also found the findings through visiting 21 *Pathagars* for the purpose of determining

It was also found that the trend of borrowing reading materials increased in the 1st year of *pathagar* establishment, which decreased from the second year. The reason may be that the duration of general and student membership was one year, but majority of them did not renew their membership for the next year. Thus, the ex-members could not borrow books in the succeeding years.

However, the trend of *Pathagar* use not only varied with the particular time span but also found to change at different time in the year. The extent of borrowing books gradually declined while school examinations became closer and during vacations. However, the trend was found to go up again gradually from the third year of its establishment.

Some of the student borrowers did not borrow books during long vacations especially who reside far away (1-5 km.) from the *pathagars*. As because, each borrower was issued one book, which had to be returned within a week, so they did not like to travel such a long distance for returning a book. With a few exceptions, the borrowers more or less regularly returned the borrowed reading materials. The borrowers informed that the borrowed reading materials were not only read by them, but also in many cases read by their other family members or friends.

Gender issues in using BRAC *pathagar*

Gender issue now a day is a burning issue and a most important aspect for both the social and cultural development. Thus, the *pathagar* programme was designed keeping in mind that both men and women equally will use the *pathagars* as an information resource center. It was found that predominance of women users or attendance was much higher compared to men especially in female type *pathagars* (*Pathagars* 3 and 4 in Appendices), but it was lower in the general and small type *pathagars* (*Pathagars* 1, 2, 5 and 6 in Appendices). In the female type *pathagars*, access of male users was strictly prohibited.

Although, the reading tables for men and women were separate, it was observed and also informed that often the male users occupied the reading tables that were reserved for female users, especially in general and small type *pathagars*. Most significant finding for

low attendance of female users in these *pathagars* was the socio-cultural factors of rural areas. Some parents often did not feel secure to send their daughters in such a public place. Some girl users informed that they often hesitated to stay in the *pathagar*, especially when a senior male person was present in the *pathagar*. Thus, they visited the *pathagars* only to borrow and return the reading materials.

Needs and interests of the users and use of reading materials

The study sought to identify the actual needs and interest of the *pathagar* users regarding reading materials as well as other potential intervention(s) required by the members. In this regard, the *pathagar* users were classified into three categories, i.e., primary school children, students of secondary schools and colleges, and general users. The reading materials available in the *pathagars* were classified into two categories, i.e., newspaper/magazine, and books. It was observed that almost all the users had interest on newspapers. Majority of the users mentioned that daily newspaper was the most influential determinant especially for higher attendance of all types of users.

It was further observed that although all the users had interest on newspaper, their reading interest were different, i.e., children liked to read cartoon story, rhymes and TV programme. The girl students of secondary schools and colleges read mainly women related issues i.e., violence against women, etc. They also liked to read word puzzle and TV programme. The boy students of secondary schools and colleges read mainly sports news, and the general users read mainly political affairs.

Similarly, user's interests regarding books were also different. The children liked books of rhymes, folk tales, cartoons, and Jokes. The students of secondary schools and colleges liked to read novels with special preference to love story, storybooks, series books, books of general knowledge, etc. The general users liked to read mainly books written by Indian writers. In general, all types of users preferred to have more religious books, which would be useful not only for the borrowers but also for other members of the their households. More importantly, majority of the students and teachers of both schools and colleges suggested providing more reference books of different classes according to new syllabus. They mentioned that stock of reference books in the *pathagars* were inadequate, and

mostly based on old syllabus. They further expressed their interest to have more textbooks of different classes which would be more useful for the students especially who don't have ability to buy books.

Some literate people and teachers opined that all kinds of books should be available in an ideal *pathagar*. But findings of this study show that some books were not issued to or read by the users. It was found as well as reported by the librarians that some books on science, drama, biography, poems, freedom fighting, and different collections of Nazrul, Rabindra Nath, Bibhutibhushan, etc., very rarely read by the users (see in appendices 2). In response to the relating question why these books were not read or issued, the respondents informed that as the majority of the users were students of secondary level - they did not have ability to understand the significance of the above mentioned books. Moreover, some of these books especially which cost Tk. 100 or more were not issued outside the *pathagars*. It was realized that most of the potential users of these books were general members, and were from different professions or unemployed, but they did not have adequate time to read these books inside the *pathagars*.

It was observed that books written by familiar writers such as Humayun Ahmed, Emdadul Haque Milon, Sowkat Osman, Nishat Chowdhury, etc., were issued more than that of unfamiliar writers. Besides, some series books, such as; *Dashyu* (dacoit) Banhur, *Quasha*, Masud Rana, etc. also were found very popular to the students members of secondary level, but these series books were not available in all *pathagars*. The teachers and some other educated people commented that books and reading materials should be made available particularly in school-based *pathagars* according to needs and interest of majority of the users. It was found that trend of book issue was higher in the *pathagars* where enough books, viz. novels, storybooks and series books, were available.

The student members were asked as to how they select books to read or borrow. Firstly, they prefer the books written by their favourite or well-known writers. Secondly, they looked at the title of the books that might serve their interest, and finally, they preferred thin books rather than thick ones.

Members especially the student members in all the *pathagars* showed their interests especially in cultural activities. Although some musical instruments were there in the *pathagars*, majority of the members in all the *pathagars* could not use those due to lack of their skills. In this regard they expressed their requirement of primary supports from BRAC, i.e., initial cost of a music teacher in the *pathagar*.

Finally, committee members and particularly the unemployed young people in all the areas required to have different types skill development training with special preference to computer and typewriter. BRAC has given computer in 10 *pathagars* on an experimental basis. Some *pathagars* have organized some sort of skill development training like; poultry rearing, fish culture, etc., for its unemployed youth members with the help of Directorate of Youth Development.

Some other issues and problems

Reserve fund: The committee members of all the selected *pathagars* reported that due to lack of adequate fund, they could not fulfill the requirements of the users. For example; the users in all the *pathagars* required more than one daily newspaper but the *pathagars* subscribed for only one due to inadequate fund. For the same reason, the concerned sub-committees³ could not organize social and cultural activities even they had intention to do these.

It was also found that two out of six librarians were given very low remuneration ranging from Tk. 300-400 per month, which was far lower than the projected amount of monthly remuneration (Tk.600) for the librarians due to same reason. Consequently, the concerned two *pathagars* were kept open only for three hours a day instead of six hours.

Operational fund is considered one of the most essential aspects especially for such kind of BRAC *pathagars*, and it is also a most influential element for good performance of the *pathagars*. Mobilizing fund for such kinds of activities especially in rural areas seemed to be a difficult task.

³The sub-committees are formed consisting of members on a temporary basis especially for organizing

Record keeping, shelving and lending system: Although, record keeping, shelving and lending systems of the *pathagars* were found uniform in most of the *pathagars*, in some *pathagars*, these were not uniformed. For example; in some *pathagars*, shelving system was found according to catalog number, which was found by call number in some *pathagars*.

Shelving by call number was found convenient to the users. Some experienced librarians also preferred shelving by call number especially for rural based *pathagars*. In this system, reading materials are kept on shelves by type, i.e., all the novels or storybooks are kept together on a shelf, and in the catalog number system, reading materials are kept according to serial number. It was observed that the users often faced difficulties in finding out desired books on the shelves those were kept following the catalog number system.

Book lending system: Although, book-lending system was found uniform in majority of the *pathagars*, it was found dissimilar in some *pathagars*. The books that cost Tk. 100 and above were found to issue with security in some *pathagars*, but it was found to issue without security in some *pathagars*, and in some *pathagars*, those books were not issued at all. Some librarians were not aware enough about the procedure for issuing the books.

Publicity: Publicity is one of the popular techniques to let people know about the services of an object. So, it is important to inform people about the services that offered by the BRAC *Gonokendra Pathagars*. Although, it was adequately done in the majority *pathagars*, in some *pathagars* it seemed to be inadequate. It was observed that majority of the students of a girls' college and of a degree college located less than half-a-kilometer away from a *pathagar* did not know about the existence of a *pathagar* in a girls' school. It was also observed that in some *pathagars* there was no signboard.

DISCUSSION AND CONCLUSION

Development of community-based library and information system is comparatively a new phenomenon in our environment, compared to the urban-based information system. Thus, considerable socialization efforts are needed to convince the government and non-government agencies to develop an appropriate library and information system to provide necessary services for the rural people (Khan, et, al., 1999).

Responding on the issue, BRAC undertook the community-based library programme in 1995 that targets the neo-literate, literate, educated and unemployed youths, working people, dropout, and regular students.

The aims of the programme are similar to as Kannappanavar and Bhat (1995) have identified. These are; to make rural people aware of the sources of information, to take care of economic, educational, social, cultural and information needs of the rural people, to convert illiterate people into potential users, and to provide on all aspects, such as agriculture, financial matters, public, hygiene, family planning, legal matters, etc.

This study, however, aimed at examining some issues and problems related to BRAC *Gonokendra Pathagar*, such as; perception of the community toward the programme, their level of participation, trend and pattern of *pathagar* use and sex differences, needs and interests of the *pathagars* users, and some problems. Findings show that the programme has highly been recognized by the community and their perception towards the programme was positive but, in some cases, intensity of their participation does not remain active over time due to some internal and external factors. A study suggests that a dynamic management committee with representative from different categories of people should be formed who should carry out its activities properly and effectively. The committee should meet at least four times a year, and should mainly concentrate on the administrative and policy issues (Khan, et al 1999). The researchers of this study also think an active community participation can overcome the problems relating to lending of reading materials, sex differences in *pathagar* use and some other issues.

The findings reveal that most of the users of BRAC *pathagars* were school level, but reading materials available in most of the *pathagars* were found limited according to their level. The situation needs to be improved. Jennings (1993) pointed out that “*materials for readers with limited skills must be easily readable and worthwhile, but they must be interesting to the readers.*” A similar comment was also expressed in a recent study conducted on an urban *pathagar* (Eusuf, 1999).

Since most of the *pathagars* are based at schools/colleges, the school students predominantly use the *pathagars*. A study notes; “*A school is the best place to motivate students towards creating reading habits*” (The Library Association of Bangladesh, 1992), but BRAC *pathagars* target not only school students but also all the people in the community. It was observed that amongst the general users, especially the female were not benefited much from the General type and Small type *pathagars* because, they have limited access in these *pathagars*. This might be the effect of socio-cultural factors and patriarchal structure of the society that resisted female users to attend the *pathagars* particularly those are cited at common places or in Boys’ high schools/colleges. Thus, Bhasin (1993) noted “.....men hold power in all the important institutions of a patriarchal society.” Khan, et al (1999) notes that as the female population of the rural areas is a great base and has a great role to play in changing the socioeconomic conditions of the people. They should be targeted as the major information users, and should be provided with appropriate information support in the home environment. Thus, access of female users should be ensured in order to maximize the use of *pathagars*.

Finally, it can be concluded saying that, the socioeconomic development of a developing country like Bangladesh can not be thought without the effective use of information resource centers especially for the rural people. As they are considered a vital economic force and an active partner in shaping the country’s economy, they need proper education and information support, so that they can contribute to the national development at expected level.

Thus, along with the students, BRAC should emphasize people of all categories existing in the community, and the programme may be expanded all over the country. However,

to raise the effectiveness of the *pathagar* programme, the identified shortcomings need to be overcome. Besides, continuous monitoring and research are needed to explore detailed account of the services rendered by the programme.

Management implications

1. As the attendance of general users in the school-based *pathagars*, the attendance of female users in General and Small type *pathagars* was low, the concerned BRAC personnel at the field level more frequently may contact with community people, i.e., the management committee, potential users, and parents of the users to ensure *pathagar*-use by wide range of community people.
2. The concerned librarians also could play a vital role in increasing the number of *pathagar* users through frequent contact with potential users. Women and girls may individually be contacted to increase the use of *pathagars*. For the purpose, a women sub-committee may be formed.
3. Reading materials could be made available in the *pthagars* through periodical assessment of needs and interest of the users. A bottom-up need assessment initiative could be taken in this regard.
4. Number of books to be issued and the date of return of books may be made flexible according to the duration of vacation specially for the student members who reside far away from the *pathagars*.
5. Adequate publicity need to be done to let people know about the services offered by BRAC *pathagars*. Handouts can be circulated and signboard with the relevant information can be placed in public places.

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APPENDICES

Appendix 1.

Profile of the sample *pathagars*

Pathagar 1

- I. Programme area : Rajshahi
II. Type of *pathagar* : General
III. Date of formation: 28-6-1996
IV. Location of *pathagar* : In girls high school
V. Number of member : Male : 742 (72.0 %)
Female: 288 (28.0 %)
Total : 1,030 (100.0%)
VI. Average daily attendance

Sex	Membership category					
	Student	%	General	%	All	%
Male	92.8	69.2	14.4	68.6	107.2	69.1
Female	41.3	30.8	6.6	31.4	47.9	30.9
All	134.1	100.0	21.0	100.0	155.1	100.0

- VII. Attendance rate of general members 13.5 %
VIII. No. of books available : 1,138
IX. Average number of books issued per month: 324
X. Type of *pathagar* house: *Pacca* building
XI. Space inside: Adequate
XII. Existence of child corner: Yes
XIII. Fund: Own contribution : Tk. 87,520
BRAC contribution : Tk. 87,500
Total fund : Tk. 1,75,020
XIV. Sex of librarian: Male
XV. Status of Trustee Board formation: Formed

Pathagar 2

- I. Programme area : Magura
II. Type of *pathagar* : General
III. Date of formation : 7-1-1998
IV. Location of *pathagar* : In a Club (near a market place)
V. Number of member : Male: 251 (69.9 %)
Female: 108 (30.1 %)
Total: 359 (100.0 %)
VI. Average daily attendance:

Sex	Membership category					
	Student	%	General	%	All	%
Male	27.4	66.3	24.6	92.1	52.0	76.5
Female	13.9	33.7	2.1	7.9	16.0	23.5
All	41.3	100.0	26.7	100.0	68.0	100.0

- VII. Attendance rate of general member: 39.3 %
VIII. No. of books available: 861
IX. Average number of books issued per month: 190
X. Type of *pathagar* house: Tinshed building
XI. Space inside: Inadequate
XII. Existence of child corner: No
XIII. Fund: Own contribution : Tk. 58,000
BRAC contribution : Tk. 50,000
Total fund : Tk. 1,08,000
XIV. Sex of librarian: Female
XV. Status of Trustee Board formation: Formed

Pathagar 3

- I. Programme area : Comilla
- II. Type of *pathagar* : Female *pathagar*
- III. Date of formation : 10-12-97
- IV. Location of *pathagar* : In girls high school
- V. Number of member : Male: 19 (2.2%)
Female: 873 (97.8%)
Total: 882 (100.0)
- VI. Average daily attendance

Sex	Membership category					
	Student	%	General	%	All	%
Male	0.0	0.0	5.1	56.7	5.1	7.8
Female	56.7	100.0	3.9	43.3	60.6	92.2
All	56.7	100.0	9.0	100.0	65.7	100.0

- VII. Attendance rate of general members: 13.7 %
- VIII. No. of books available: 734
- IX. Average number of books issued per month: 103
- X. Type of *pathagar* house: *Pacca* building
- XI. Space inside: Adequate
- XII. Existence of child corner: Yes
- XIII. Fund: Own contribution : Tk. 50,364
BRAC contribution : Tk. 50,000
Total fund : Tk. 1,00,364
- XIV. Sex of librarian: Female
- XV. Status of Trustee Board formation: Formed

Pathagar 4.

- I. Programme area : Mymensingh
II. Type of *Pathagar* : Female
III. Date of formation : 31-03-97
IV. Location of *pathagar* : In girls high school
V. Number of member - Male: 32
Female: 603
Total: 635
VI. Average daily attendance

Sex	Membership category					
	Student	%	General	%	All	%
Male	0.0	0.0	0.1	7.7	0.1	.4
Female	22.9	100.0	1.2	92.3	24.1	99.6
All	22.9	100.0	1.3	100.0	24.2	100.0

- VII. Attendance rate of general member : 5.4 %
VIII. No. of books available : 975
IX. Average number of books issued per month: 108
X. Type of *pathagar* house: *Pacca* building
XI. Space inside: Adequate
XII. Existence of child corner: Yes
XIII. Fund: Own contribution : Tk. 37,500
BRAC contribution : Tk. 35,000
Total fund : Tk. 72,500
XIV. Sex of librarian: Female
XV. Status of Trustee Board formation: Formed

Pathagar 5.

- I. Programme area : Comilla
II. Type of *Pathagar* : Small
III. Date of formation : 12 -04-97
IV. Location of *pathagar* : In a high school
V. Number of member : Male: 231 (69.6 %)
Female: 101 (30.4%)
Total: 332 (100.0)
VI. Average daily attendance

Sex	Membership category					
	Student	%	General	%	All	%
Male	26.5	88.3	3.5	11.7	30.0	100.0
Female	9.0	86.5	1.4	13.5	10.4	100.0
All	35.5	87.9	4.9	12.1	40.4	100.0

- VII. Attendance rate of general member : 12.1 %
VIII. No. of books available: 974
IX. Average number of books issued per month: 76
X. Type of *pathagar* house: *Pacca* building
XI. Space inside: Inadequate
XII. Existence of child corner: None
XIII. Fund: Own contribution : Tk. 31,000
BRAC contribution: Nil
Total fund : Tk. 31,000
XIV. Sex of librarian: Female
XV. Status of Trustee Board formation: Not formed

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Appendix 2.

Frequency of borrowing by name and writers of books

Name of books	Name of author	Frequency
<u>Novels and Story</u>		
<i>Chottoo Chottoo Dirgha Shash</i>	Humayun Ahammed	35
<i>Bara Vhabi</i>	Romena Afaz	50
<i>Shabuz Ghasher Theep</i>	Kh. Mazharul Karim	44
<i>Oito Amar Bhalobasha</i>	Emdadul Haque Milon	35
<i>Ele Bele</i>	Humayun Ahammed	18
<i>Engeet</i>	SM Sulyman	Nil
<i>Dur Akasher Tara</i>	Kh. Mazharul Karim	36
<i>Sabnam</i>	Muztaba Ali	18
<i>Fera</i>	Shirshendo Mukharzee	18
<i>Jameeni</i>	Sawkat Osman	39
<u>Science fiction</u>		
<i>Deepo Number 2</i>	Zafar Iqbal	30
<u>History</u>		
<i>Etihash Shandhan</i>	Aminul Islam	Nil
<i>Natoon Threshtite Itihash</i>	A. halim	Nil
<u>Science</u>		
<i>Toriter kotha</i>	Rana Chowdhury	Nil
<i>Biggan Nitta Shangee</i>	Jahrul Haq	Nil
<i>Chottother Shadharan Giggasha</i>		4
<i>Dhongsha Srishtite Poromano</i>		1
<i>Biggan Jokhon Voiankar</i>	Bhobhesh Roy	4
<u>Biography</u>		
<i>Joynal Abedin</i>		Nil
<i>Rabindra Nath</i>		Nil
<i>Gaffar Khan</i>		Nil
<i>Chottother Osman</i>		Nil
<i>Mohammad Mohsin</i>		Nil
<i>Shobash Chandra Basu</i>		Nil
<u>Freedom fighting</u>		
<i>Ekattorer Noydash</i>	Rabeya Khatun	1
<i>Shdhinata Sangramer Potobhomi</i>	Kali Das	Nil

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Appendix 2 continued

Name of books	Name of author	Frequency
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<u>Poem</u>		
<i>Abriti Shikhi Ezzo</i>	Hashi Siddique	1
<i>Raznoitik Kabita</i>	Nirmolendu gun	Nil
<i>Ezzo Kokil</i>	Shamsur Rahman	4
<i>Poddaboti</i>	Abdul Karim S Bisharat	Nil
<i>Alauddin al Azather Sreshtha Kabita</i>		Nil
<u>Religious</u>		
<i>Moha Nabi</i>		23
<i>Bibi Morium</i>		12
<i>Hazrat Khaza Moinuddin</i>		9
<i>Hazrat Osman</i>		9
<i>Hazrat Bibi Khadiza</i>		13
<i>Hazrat Khaza Khizir</i>		7
<u>Drama</u>		
<i>Ora Kadam Ali</i>	Mamunur Rashid	Nil
<i>Arakkhita Mothizhil</i>	Abdulla Al Mamun	Nil
<i>Ebar Dhora Theo</i>	Abdulla Al Mamun	Nil
<i>Ekhane Nongar</i>	Mamunur Rashid	Nil
<i>Shapoth</i>	Abdulla Al Mamun	Nil