

AN ANALYSIS OF THE FUNCTIONS AND
WORKINGS OF UNIVERSITY LIBRARIES
IN BANGLADESH.

Ph.D.

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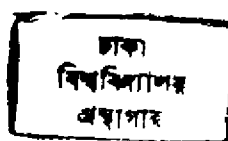
A DISSERTATION
PRESENTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
(Library Science)

Dhaka University Library



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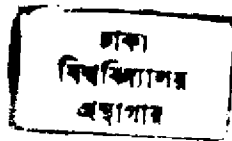
AFI FA RAHMAN

AUGUST : 1988

C E R T I F I C A T E

This is to certify that the present research work has been carried out under my supervision in the Department of Library and Information Science , for the degree of Ph.D. of Dhaka University.It is further certified that the work presented here is an original work and has not been submitted for any other degree,or diploma in any other University or Institution.

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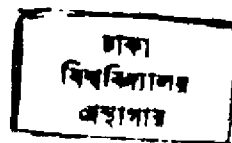
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CHAPTER

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P R E F A C E

The aim of the present work is to give a comprehensive description of the functions and workings of six university libraries in Bangladesh. This study is the first attempt ever made to focus on the conditions of the libraries in these universities. Hence, this is a pioneer work in this field and would reveal the significant problems that each university library faced and the recommendations that were made to alleviate these problems.

A great debt to the University of Dhaka is gratefully acknowledged for having given me the opportunity to pursue doctoral study and to undertake this research work (vide Reg. No.129/83-84). The present study is the culmination of four years (1984-1988) extensive research work by the author in the University of Dhaka.

The data collection was conducted in the years 1982-1985 because at the time of the survey all the university libraries had complete files on those years only. Although the present work was completed in early 1988, no notable changes have taken place in the libraries of the six universities since the data were collected.

I have the pleasure to claim that the entire piece of work is my original contribution and has not been submitted anywhere for a degree or diploma.

The study was prepared at Dhaka University under the supervision of Dr. K. M. Mohsin, Professor, Department of History. I am deeply indebted for his many constructive comments, essential recommendations and for the many hours he spent guiding me over rough spots. I will always be grateful for his encouragement and kindness.

I wish to express my sincere thanks for the sympathy and cooperation of numerous colleagues, friends and library personnel in Bangladesh.

I would like to extend my deepest gratitude to Mr. Simon Francis, Head of Library and Educational Development Services, the Polytechnic of North London, who framed the "Draft Report on University Library Administration for Bangladesh", and who, during his Dhaka visit, assisted me in refining the theoretical rationale of this dissertation and provided encouragement and valuable comments on the data gathering process. To Niaz Zaman, Associate Professor, Department of English, Dhaka University who read drafts

tirelessly and made many helpful suggestions I owe special gratitude for her encouragement and many considerations.

Finally to Mr. M. Muhiuddin, Economist, who provided me with many opportunities to learn. He provided the chance to make this study, and the counsel to sustain it until its termination.

I would like to offer grateful thanks to all the faculty members and students for their cooperation in the survey process. Without their participation, this research project could not have been undertaken.

To my husband and children, no words can convey my gratitude for their understanding, patience, and help. To Mr. A.K.M. Shamsul Alam, Assistant Engineer, EPI, I owe special gratitude. The final typing required special effort, and I want to thank Mr. Aminullah for his steadfast dedication to getting the job done.

I thank them all very much indeed.

Afifa Rahman

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CHAPTER 1

INTRODUCTION

Libraries traditionally have been recognized as keepers of world knowledge and ideas in the form of books and other materials. They became essential in each society as the need arose for written records to be preserved for posterity. Based on this notion, libraries in the past considered their major responsibility to be the collection and preservation of books and other printed materials. Recently, because of the expansion of knowledge and explosion of new information, the library has become the nerve centre, a community centre in which the dynamic process of negotiating and connecting users to people, materials, and media is the heart of the enterprise. The library's one-way traffic, from the outside to the library, is no longer true at the present time. Instead, its function has expanded to create a two-way traffic, that is, from the outside to the library and from the library to the outside, with the latter as the most important function.

The present-day library system follows an entirely different pattern from that of the past. Both its organization and its activities are inspired by, and directed at, one basic objective: that of collecting and preserving knowledge for an adequate public. The idea is not to keep the books on the shelves, but to allow their use and active circulation.

1. F.W. Lancaster, F.W. Loward Paperless Information System. (New York: Academic Press, 1979).

2. D. Gerard. Libraries in Society: A reader. (London: Clive Bingley, 1989).

In speaking of the functional role of the library in society, Greer points out the fact that libraries have been performing, and focusing on, only one activity: the collection and preservation of materials, which he refers to as an "archival" function. He believes that the functions and workings of today's libraries go beyond that passive act of collection building and development and include other functions and activities, namely, research, information, education, and recreation. Besides their archival functions, libraries should concentrate especially on performing their three most important functions: research, information and education.¹

This concept or notion of library services makes it necessary for librarians and information managers to analyse the needs of their users and the role of the libraries in meeting these needs. Libraries or information delivery systems should attempt to meet the information needs of the user population by careful analysis of their information environment in order to serve the community effectively and actively. Libraries are one of few institutions that have been designed to facilitate individually received information and communication, and these institutions have no value in society unless they are used

1. R.C. Greer. Information transfer: A Conceptual Model for Librarianship, information Science and Information Management with Implications for Library Education. Unpublished manuscript, University of Southern California, 1979.

properly.¹ One common goal uniting all university libraries is "to provide access to the human records needed by member of the higher education community for the successful pursuit of academic programmes."² Presumably, the access referred to should be provided as conveniently and rapidly as possible to library users. this grand and somewhat imprecise function is certainly difficult to achieve, because it is an ideal.³

The fact that it is an ideal, however, does not detract from its utility as a preferred future state toward which all university libraries and librarians should strive, nor does it decrease the fervour with which various writers decry the failure of libraries to reach it. Louis R. Wilson and Maurice F. Tauber outline the six functions of institutions of higher learning as: (1) Conservation of knowledge and ideas, (2) teaching, (3) research, (4) publication of results of their investigations, (5) extension and service to the community in the form of adult education and experiment stations, and (6) interpretation of the results of their investigations to the society.⁴

1. N. Lushington and W.N. Mills. Libraries Designed for Users: A Planning Handbook. (Syracuse, N.Y. Gaylord, 1979)

2. Standards for College Libraries. College and REsearch Libraries News, 9 (October 1975). P.278.

3. Ibid. P.278.

4. Louis R. Wilson and Maurice F. Tauber. The University Library: (New York : Columbia University Press, 1979).

The University library is a primary supporter of academic programmes. It directs its activities toward the fulfillment of these support functions. Peyton Hurt describes the functions of a college library as "an integral part of the whole college, deriving significance from its functions in the larger¹ institution which it serves".

Unlike a business enterprise which must show a profit, the university library requires periodic reviews of its facilities and services for the purpose of measuring its efficiency. The tools used to determine a library's achievements, failures, and elements of strength and weakness include reports - annual, semi-annual, or monthly and records - such as circulation records, records of reference work, records of use of periodicals, and cost records. These annual reports and records, however, while useful as checks of the routines and activities, may lack the perspective and breadth of view that are frequently discovered² through surveys of library conditions.

The university library survey has become a well-established tool and an essential part of library administration. Since the mid - 1930's at least thirty full-scale surveys by outside

1. Peyton Hurt. "Principles and Standards for Surveying College Library, "College and Research Libraries. 2 (March, 1941) P.110.

2. Louis R. Wilson and Maurice F. Tauber. Ibid.

experts have been made in advanced nations on university libraries, and unrecorded surveys would probably double that number.¹

An examination of those surveys reveals that two methods have frequently been used in evaluating libraries. One is by comparing the surveyed library with similar libraries. Such factors as book collections and expenditures are compared. The other, probably the most effective way of measuring the work of a library, is to examine it in relation to a set of standards.²

As a newly independent country, Bangladesh needs, almost as a priority to build a self-generating society, skilled manpower, whose expertise in different fields of knowledge and activity can be drawn upon in solving our own problems and in improving our economy and intellectual potential. The universities can contribute to the expansion of knowledge and increase the availability of trained personnel of the country's needs through teaching and research in the departments.

Hence it is essential that first, the library builds and maintains a "working" library, oriented around the reasonably clear needs of students and faculty members and the materials most likely to be used in support of current research and

1. Norman D. Stevens. "Three Early Academic Library Surveys." College and Research Libraries. (November 1969). P. 498.

2. Wilson and Tauber, Ibid. P. 520-521

teaching; and secondly, the library acquires, keeps and services a collection of "permanent records" in which many future needs are anticipated.¹

The librarians should develop, organize, and maintain collections and provide information and reference services necessary to meet university needs.

There were no trained librarians in Bangladesh until 1951 when Mr. Fazle Elahi, who joined as the Librarian of Dhaka University in 1951, felt the need of trained librarians. He started, on his own initiative, the first certificate course in librarianship to train people in the art of librarianship. This was the first undergraduate programme in librarianship. The Department of Library Science was established in 1959, by Mr.M.S. Khan, Librarian of the University of Dhaka. With the authority to grant a Diploma in Library Science. A one year Master's degree programme was inaugurated in 1962.² The Dhaka University Library Science Department is the first and the only library school in Bangladesh offering a post-graduate course. From the year 1975-76 session, another two-year Master's degree programme was started. "In this programme, the first year is called Preliminary M.A., which is practically equivalent to the diploma programme in content and quality".³

1. Herman H. Fusler. "The Research Library in Transition". The Library in the University: The University of Tennessee Library Lectures - 1949-66. (Connecticut : The Shoe String Press Inc., 1967). P.120-148.

2. Mohammad Abu Syed. Public Libraries in East Pakistan: Yesterday and Today. (Dacca, Green Book House, 1968). P.46

3. A.F. Fazlul Majid. "Modernization of Library Education and Library Service in Bangladesh." Unpublished manuscript. January 1987.

A thesis is a requirement of the post-graduate Master's programme in Library Science. This requirement makes it necessary for the students to investigate the aspects of library operations in Bangladesh. In the year 1979, Mr. Stephen Parker, an UNESCO expert and library consultant, undertook a survey of public libraries in Bangladesh and submitted his report to the Government of Bangladesh.¹ A few surveys of Bangladeshi public and special libraries have been undertaken by Bangladeshi nationals. But no attempt has ever been made to survey the university libraries in Bangladesh till today. Recognizing the fact that a library has a central and critical importance in a university, the government department concerned with higher education in Bangladesh with the assistance of the British Council has formulated a set of standards for university libraries to assist university administrators, librarians, and others in evaluating and improving university library services and resources. This seminar on university library administration in Bangladesh was well attended by the library educationists, university librarians, librarians of the national libraries, librarians of the various organizations of Bangladesh and representatives of the Library Association of Bangladesh. The seminar on "University Library Administration" which was held as stated before, under the auspices of the British Council, Dhaka,

1. Stephen J. Parker. Bangladesh Public Library Survey : Final Reports in Three Volumes. (Bath, United Kingdom : Library Development consultants, 1979).

in March, 1986 strongly felt that there should have some kind of standards and drafted a set of standards entitled as 'Recommendations of the British Council Seminars on University Library Administration in Bangladesh.'¹

However, these recommendations are still waiting for final approval from the Ministry of Education for implementation. Though the set of standards have not been implemented, in the absence of any other standards or guidelines for the university libraries in Bangladesh I am using them in this study to evaluate the university libraries in Bangladesh.

Henceforth, I will refer these Recommendations as "Draft Standards for university libraries in Bangladesh" in my study.

Purpose of the Study

A library is essentially a service organization attempting to serve readers by locating needed information quickly and easily and furnishing it in a manner that the reader needs.

The purpose of this study is accordingly to examine administration, organization, cooperation, operations, staffing, collection development, and financial support of the six university libraries in Bangladesh to determine and evaluate

1. British Council. Recommendations of the British Council Seminars on University Library Administration in Bangladesh (Dhaka : The British Council, 1986).

library services in these universities in the light of the "Standards for University Libraries" drawn up by the British Council Seminar and University Grants Commission in 1986; and to submit recommendations for the improvement of the organization and delivery of library services in Bangladesh universities in accordance with the set standards. In other words, to find out the type of services offered by university libraries in meeting the needs of the faculty members and students.

There are a number of factors which have a direct impact on the effectiveness of library services: the professional qualifications of library staff, the library organization and administration, the sources of financial support, the size and quality of the library collections, the library buildings and their equipment, technical services, and readers' services.

This study attempts through a survey to apply the 1986 Draft Standards for University Libraries to the six university libraries to determine the degree to which these university libraries provide services to their clientele, and how well these libraries meet the 1986 Draft Standards.

Hypotheses

The study was conducted to test six hypotheses as follows :

1. There are differences in the organizational structures and administrative operations of these university libraries.

2. There is no significant difference among the various user groups of the six university libraries in the perception of satisfaction deficiency with regard to the specified services of the library.
3. There is no significant difference among the different user groups with respect to the need satisfying capabilities in their libraries.
4. There are no differences in the effectiveness of library services in serving instructional programmes at these universities.
5. There are no differences in the readers' services offered by the libraries of these university libraries.
6. There are no differences in the current practices of technical services employed by the libraries at these six universities.

Significance of the Study

A few surveys have been conducted to assess the effectiveness of library services in Bangladeshi universities. However, standards have ever been used in conducting these surveys. In addition changes have taken place in Bangladeshi university libraries in response to the demands made upon the universities by the expansion of undergraduate and graduate

programmes and by increased faculty research. this expansion has important and immediate implications for library administration, facilities and resources. This study, therefore, attempts to investigate the changes and new developments which relate to the effectiveness of Bangladeshi university libraries, and evaluate them with regard to the set of "Standards for University Libraries."

The findings and recommendations from this study should hopefully, lead to a clarification of many problems in library administrative organization, and in the formulation of long-range planning and policy making to encourage co-operative efforts among Bangladeshi university libraries, so that the total system is geared to the satisfaction of user needs.

Scope and Delimitation

This study investigates current aspects of libraries in the six universities. The current aspects were history and background, administrative organization and operations, technical services, financial support, personnel, collections, readers' services, facilities, professional activities and cooperation. These current aspects have then been evaluated in the light of the "Draft Standards for University Libraries in Bangladesh".

This investigation does not cover the libraries of university halls, departmental libraries, libraries of the institutes and affiliated colleges.

Statement of Problem

The relationship between scholarship and libraries has been from the earliest times a most intimate one: the two are utterly inter dependent. Scholarship is not simply related to books, it is based on them. Librarianship therefore has emerged today as a user-oriented profession. This study is an attempt at investigating how far this concept of the library and librarianship exists today in the university libraries of Bangladesh. There can be no doubt about the importance of providing universities with library services which are adequate to the needs of their faculty members and students. Library management is a subject concerning problems of different dimensions like ever-increasing enrolments and inadequacy of funds. Besides, a traditionally conservating approach of authorities towards library matters stalemates motivation, team spirit, technical expertise and high management standards. Books and periodicals are expensive and, with the great increase in the total university population, it is important that services should be organized in the most effective and economical way possible. The present study seeks to make a comprehensive survey of the situation and deals with a wide range of topics connected one way or another with university libraries. Since an investigation to be truly comprehensive has a necessity to consider the environment in which a research problem is embedded, the study has been turned to meet this requirement.

Limitation of the Study

As stated earlier, no attempt has been made in this study to analyse the hall libraries, departmental libraries and libraries at the institutes and colleges. The University library is part of the total university organization, and the organizational structure of the parent university may influence the growth and development of the organizational structure of the library. The exact variables affecting this development are constrained by the lack of data relative to the functional and organizational structure of the parent institutions. Very few of the articles dealing with the functions and workings of Bangladeshi university libraries refers to the total organizational and management structure of the university under which the libraries must operate.

Another problem with the data on this subject is that certain information is not available in printed form. The annual reports of the libraries of the universities published behind time and vary widely in their contents, and the majority deal almost exclusively with new book additions, significant gifts and donations and statistics relative to the growth of the library collection rather than administrative matters. Variations of data were also observed in annual reports of the universities and University Grants Commission reports of the same academic year.

The publishing of annual reports depends upon each university's Public Relation Officer, and these reports are not printed in time, i.e. at the end of each academic session. Libraries often do not maintain a complete file of their own annual reports.

Variations in reporting library statistics add another problem in working with materials dealing with the university library. It was difficult to determine whether the number of librarians on the staff of certain libraries increased or decreased over the past year due to the interpretation of the term "librarian." Volume count also varied widely, as various libraries used different ways of determining what constituted a physical volume.

There have been odd cases of refusals by the practicing librarians to participate in the survey, without giving reasons. Besides, unnecessary delay in supplying the filled up questionnaires specially by the faculty members and students were also recorded. The actual historical growth of the organizational structure in some of the university libraries was not clearly defined and was not well documented. Finally, the functions and workings of various sections of the libraries of the universities were often vaguely defined, and as such it was difficult at times to pinpoint exact pictures. The data collection was based on the annual reports of the universities from 1982 to 1985, on the facts of surveys conducted through structured questionnaires, and on arranged interviews with the

university librarians. The current annual reports are not published and there are no radical changes in functioning of the libraries of the universities today compared to 1985.

Definitions of Terms

In order to fully understand the concepts presented in the body of the thesis, the following definitions have been used.

Administrative Organization: The overall administrative structure, usually consisting of line staff and auxiliary agencies or departments through which the management and control of operations and personnel is accomplished.¹

Administrative Operations: The task of planning, providing, co-ordinating, directing, evaluating, and controlling all available efforts and resources of a library for the accomplishment of the objectives and policies which are designed by, and handed down from, the university.

Collections: The recorded information in both print and non-print formats, needed to support the university's instructional and research programmes and made available through the university library.

1. Ivan S. Banki. *Dictionary of Supervision and Management*. (Los Angeles, California: Systems Research, 1976). P.9.

Facilities: The library building containing facilities for housing its resources. Space for administration of these resources by staff, and quarters and furnishings for their utilization by patrons.¹

Financial Support: The Sources of library funds, allocation from current operating funds of the university, endowments, grants, gifts and fees collected from the students.

Inter-Library Co-operation: The co-operation occurring across jurisdictional boundaries between or among libraries that operate under separate fiscal authorities.² "The aim of interlibrary cooperation is not merely to improve services or to save money, but rather to assure the maximum use of available resources".

Library Standards: Something set up and established by the library authority as a rule for the measurement of qualitative and quantitative value of a library.

Personnel: The body of librarians, supportive employees and part-time assistants who develop, organize and maintain the library collections and provide reference and information services to meet the university's needs.

1. American Library Association. Standards for College Libraries. (Chicago : American Library Association. 1975. P.9.

2. Jerrold Orne, ed. "Research Librarianship": Essays in Honor of Robert S. Downs. (New York, R.R. Bowker Co., 1971). P. 51.

Readers' Services: The service operations concerned with the use of library materials. The readers' service include reference assistance, circulation, interlibrary loan, photocopying, and instruction in the use of the library.¹

Technical Services: The operations concerned with acquisition, cataloguing, classification, binding and the total preservation programme.²

University: The educational institution comprising an undergraduate college of liberal arts and sciences, professional schools, and graduate college or school which provides programmes for study and research beyond the levels of the baccalaureate and first professional degrees.³

University Library Survey: "A scientific collection and analysis of data pertaining to the operation of a particular library"⁴ for the purpose of improvement of those operations and establishment of a plan for growth according to the goals and objectives of the library and the university.

1. Rutherford D. Rogers and David C. Waber. University Library Administration, (New York H.W. Wilson Co. 1971). P.197.

2. Rutherford D. Rogers and David C. Waber. *Ibid.*, P. 147.

3. Clarence S. Marsh ed., American Colleges and Universities. (Washington, American Council on Education, 1940). P.54.

4. E. Walfred Erickson. College and University Library Surveys: 1938-1952, (Chicago : American Library Association, 1961). P.1

Faculty Member: A professional university or college teacher of the ranks of professor, associate professor, assistant professor and lecturer, who teaches on a full-time basis at an institution of higher learning.

Students: A person at undergraduate, graduate or post-graduate level, and who is studying or undergoing instruction at a college, polytechnic or university.

Information: A set of disconnected facts or events or patterns of stimuli that reduces uncertainty.¹ Information is a compound idea or the meaning derived from data and is valuable for the decision-making process.²

Information need: An essential desire for the body of knowledge and information on the execution of a purpose. An urgent desire for knowledge required in the performance of duties and responsibilities.

User: The term "user" will refer to the total population of the six libraries where the evaluation exercises are to be conducted.

-
1. J.E. Rowley and C.M.D. Turner. The Dissemination of Information. (Boulder, Colorado: Westview Press. 1978)
 2. M.C. Yovigs. "Information Science: Toward the Development of a True Scientific Discipline". American Documentation, No.20, (1969). P. 369-376.

Comparative method : Comparative method means that differences and similarities must be placed indirect juxtaposition with one another, and the differences must be explained in terms of all relevant aspects of the social milieu.¹

Methodology

This study is based on a mass survey of university libraries in Bangladesh. According to Herbert Foldhor, the mass survey is a systematic study by which "many aspects of a number of institutions are reviewed."²

This investigation was conducted to test six hypotheses which were correlated to the objectives of the study. The first step in the investigation was the construction of survey instruments.

The methodological procedures used to secure both analytical and descriptive data for the purposes of the study were two types of survey instruments, questionnaires and interview schedules.

1. Periam J. Danton. The Dimensions of Comparative Librarianship. (Chicago, American Library Association 1973). P. 51-56

2. Herbert Goldhor. "A Critique of the Library Survey". Illinois Libraries, 32, (November, 1950). P.609.

Samples were drawn from the population of:

- (a) faculty members
- (b) Student, and
- (c) Library personnel

Two sets of questionnaires - one set for the user group comprising faculty members and students and another set for practising librarians were constructed to gather the data needed for the study. Interviews were organized with the librarians and library staff members.

The questionnaires were pretested in January, 1985 at the two libraries of Dhaka University, Main Library and Science Library, to determine the clarity and accuracy of the questions. After the pretest, the questionnaires were set to the librarians of the six universities listed. The investigator then visited the six universities to interview librarians and other staff members and to observe the library services in order to secure additional data. Additional data were obtained during the interviews and observations made pertaining to historical records of the library, the nature of reader services, development plans, functions of technical services, types of library facilities and other visible factors related to library services.

The six universities whose libraries were studied are the following:

1. Dhaka University, Dhaka.
2. Jahangirnagar University, Savar, Dhaka.
3. Chittagong University, Chittagong.
4. Rajshahi University, Rajshahi.
5. Bangladesh University of Engineering and Technology, Dhaka.
6. Bangladesh Agricultural University, Mymensingh.

An analysis of documents from primary and secondary sources was made. The objective of this analysis was to provide the data regarding the functional roles of the university libraries and their various objectives.

Materials related to the historical background of education in Bangladesh, and library histories of each university were discussed as these were significant for the study.

A review of the literature related to library functions, user needs, need satisfaction, cooperative activities to ensure added service was gathered and examined to identify the functions, workings and administrative set-up.

The Sampling Procedure

The data was collected primarily by means of questionnaires sent to selected faculty members, students and librarians from the six universities offering undergraduate, graduate, post-graduate and doctoral-level studies.

The second step in the sampling procedure involved random selection of faculty members for purposes of the survey. To prevent unconscious biases, provisions were made to include only full-time faculty members of the ranks of professor, associate professor, assistant professor and lecturer. The student population included undergraduate, graduate and post-graduate students.

Besides all the six librarians, deputy librarians, and assistant librarians were also included. Therefore, instructors, laboratory assistants, part-time teachers, professors emeritus, teachers of all ranks serving in the Institutes of the six universities, students studying at the Institutes, professional library staff below the rank of assistant librarian were excluded due to the limitations of the study.

The names and addresses of the selected faculty members were gathered from the latest report of the Registrars' Offices of the six universities. Information about the students, including full name, address, department and halls of residence or attached halls was collected from the office of the Admission from each university. The librarians of the six universities provided full information regarding their staff provision, qualification, experience and date of appointment.

After the two-step sampling and selection procedure, a total number of 275 faculty members, 4350 students, and 50 library staff, totaling 4675 members were extracted. Questionnaires were sent out to this selected group of members with a pre-assigned deadline for returning the responses. For convenience, a self-addressed and stamped envelope was enclosed with each questionnaire sent to faculty members and library staff. Special investigators were employed to gather data from the student population of the six universities.

Structure of the Questionnaire

Two sets of questionnaires were prepared, one set for the faculty members and students, the other set for the professional librarians.

The individual participants were asked to indicate the specific information required as per the questionnaire. The questions for faculty and students dealt with individual endeavour in seeking information. For this purpose some specific questions were asked regarding various service categories provided by the libraries, need satisfaction of the users, identification of the information sources that were consulted. The professional librarians were asked about book collection, readers services, technical services, co-operation, finance and administrative operations, etc.

Although in the general design of the questionnaire, mostly close-ended questions were preferred, opportunities were also given to the respondents in the form of open-ended questions to express their opinions.

The Pretesting Procedure

Before being sent out, the questionnaires underwent an extensive pretesting procedure to determine whether all important phases of the study had been adequately covered, whether the questions were completely understood by the representative faculty members, students, and professional librarians, and whether the questions flow was smooth. For this purpose two sets of initial questionnaires, based on the purpose of the study,

were developed. These samples proved the information gathering process on the basis of information needs of faculty members and students. Besides, the sample for the professional librarians addressed their functions and management process to describe the "state-of-the art" in the libraries of the six universities. Then the samples were pretested by a selected panel of twenty faculty members and twenty students from the University of Dhaka and the Bangladesh University of Engineering and Technology. These faculty members were selected on the basis of their experience and research involvement. Similarly the students were represented from both undergraduate and graduate students.

The librarians chosen for pretesting the questionnaire included ten experienced professional librarians from Dhaka University.

On the basis of the pretest results, the questionnaires were revised, the order of questions was rearranged, some questions were dropped and others substituted, new questions were added, and some questions were reworded or rephrased. The revised version of the questionnaires were tested again and then finalized.

Organization of the Study

This study is organized as follows:

- Chapter I : Introduces and explains the purpose of the study,
- Chapter II : reviews related literature,
- Chapter III : describes the system of higher education in Bangladesh. Various aspects of the administration of higher education are discussed in this chapter,
- Chapter IV : describes the background, history, and the administrative organization of the universities and their libraries in Bangladesh,
- Chapter V : presents and discusses the analytical and descriptive data in relation to the Draft Standards for University Libraries of Bangladesh,
- Chapter VI : summarizes the findings and conclusions of the investigation. This chapter also presents recommendations for the improvement of university libraries in Bangladesh.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature on the functions and workings of the university libraries is voluminous. There are, however, several important articles and papers that have influenced this historical growth and development of the organizational structures of various university libraries. The purpose of discussing this literature is to provide some basis for identifying variables that should be considered in determining the factors that have effected changes in the functional structures of university libraries. Library literature in Bangladesh has of late, gradually been growing and covering various aspects, but there appears to be no work specially dealing with university libraries, although they have forged ahead of all other kinds of libraries.

Back in the seventeenth century, in the days of Francis Bacon and John Milton, scholars took all knowledge to be their province. It was generally taken for granted that a single human brain could comprehend and hold all existing learning. To-day, that delusion has vanished, as knowledge has been broken down into more and more minute compartments and specialities. The burden of storing total human knowledge has been shifted to books - millions of books in great libraries... It may be fairly stated that an adequate library is not only the basis of all teaching

and study, but is an essential condition for research, without which additions are unlikely to be made to the sum of human knowledge.¹

On the relationship of the library to the aims of the university a number of noble things have been said from time to time. "Carlyle's declaration that the true university is a collection of books, is an encouraging, if over-simplified, starting point".² "The library is the heart of the university";³ no other single non-human factor is as closely related to the quality of graduate education.

"The true phenomenon of twentieth century higher education has been the development of university libraries. Though their roots in the western world go back to medieval times, only in the present age, indeed only in the last four or five decades, have they blossomed".⁴

1. Robert B. Downs. The Library in the University : The University of Tennessee Library Lectures 1949-66 (Connecticut: The Shoe String Press. 1967). P.61.

2. Norman Higham. The Library in the University : Observations on a Service. (Colorado : Westview Press, 1980). P.10

3. R.W. Lyman. "New Trends in Higher Education : The Impact on the University Library". College and Research Libraries 33 (July 1972). P. 293

4. James Thompson. University Library History : An International Overview (New York: K.G. Saur, 1980). P. 1.

"The library is the core of university"¹. As a resource it occupies the central and primary place, because it serves all the functions of a university - teaching and research, the creation of new knowledge and the transmission to posterity of the learning and culture of the present and the past.

"The library is the heart of all the university's work, directly so, as regards its research work, and indirectly as regards its educational work, which derives its life from research work... Both for humanistic and scientific studies, a first class library is essential in a university"². It is true that scientific research needs a library as well as its laboratories, while for humanistic research the library is both library and laboratory in one.

"All Universities and other institutions of higher learning aim and engage in achieving : (i) the conversion of knowledge and ideas; (ii) their transmission through teaching; and (iii) expansion of knowledge by research, publication, extension service and interpretation"³.

1. United Kingdom. University Grants Committee. Capital Provision for University Libraries. Report of a Working Party. (London, H.M.S.O. 1967).

2. India, Ministry of Education. Report of the University Education Commission. I. (Delhi : Manager of Publications, 1949). P.110.

3. C.G. Viswanathan, University Libraries of India: 1957-1970. (New Delhi : Delhi Press, 1972). P. 4.

If the library is well-organized, this aim can be reached and the efficiency of the administration can be judged. C.C. Williamson,¹ in his pioneer study on library education, recommended that courses of library administration be included in library school curriculum to reflect subjects such as personnel management and the general principles of organization and management.² The Report of the Indian Education Commission Observed; "The education system must produce young men and women of character and ability committed to national service and development".³

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1. Henry E Bliss. "Departmental libraries in Universities and Colleges," Education Review XLIII (April, 1912). P.298.
 2. Charles C. Williamson. Training for Library Service. A Report prepared for the Carnegie Corporation. (New York : Carnegie Corporation. 1923). P.96
 3. India. Ministry of Education. Report of the Education Commission : Education and National Development - 1964-66. (New Delhi : NCERT. 1970). P. 26.

"The library plays a role of central and critical importance¹ in the instruction and scholarly life of the university". University libraries reflect the development of the universities of which they are a part. These libraries, integral parts of the institutions they serve, design their collections and services to meet instructional programmes of the particular institution. Karl Jaspers describes the university as a "community of scholars² and students engaged in the task of seeking truth". For Lord Annan "it exists first to promote through reflection and research the life of the mind; second, to transmit high culture to each generation. Whatever is thought to be intellectually³ important and of concern to society it teaches to new students".

Librarians in British Universities are likely to know by heart the oft-quoted statement of the University Grants Committee in its report of 1921. "The character and efficiency of a university may be gauged by its treatment of its central organ the library. We regard the fullest provision for library maintenance as the primary and most vital need in the equipment⁴ of a university".

1. Beverly P. Lynch. Academic libraries. ALA World Encyclopaedia of Library and Information Service. (Chicago : ALA, 1980). P. 1.

2. Karl Jaspers. The Idea of the university, trans. H.A.T., Reiche and H.F. Vanderschmidt. (Owen; 1959). P.19.

3. Lord Annan. "The University in Britain". Universities for a Changing World. Ed.by Michael D.Stephens and Gordon W.Roderick.(David and Charles 1975). P.19-20

4. United Kingdom. University Grants Committee. Report. (London 1921).

The conventional function of a university library have been more or less the same in their character and are generally in conformity with the educational objectives of a university. The basic objectives of a university library consists of conservation, expansion and dissemination of knowledge. Moreover, a university library acts as a supplement to the teaching and research activities by conserving and disseminating knowledge through conventional and contemporary techniques. In order to perform its functions and workings effectively, a university library is concerned with the organization of its resources and developing such working conditions as would enable it to extend its services to its readers. Usually every university library plays a double role - academic as well as administrative "The place of the library in the university community is partly academic and partly non-academic. It operates as an intellectual activity and yet it has many aspects that are of a purely routine or business nature."¹

The basic aim of a university in brief is the pursuit of knowledge. The three aims of a university may be summed as follows: "The first, is to add to knowledge by research and reflection; the second, is to teach certain subjects as an intellectual discipline and the third is to enable the student to mature as a person and as a citizen"². A university library is

1. Rutherford D. Rogers and David C. Weber. University Library Administration. New York. The H.W. Wilson Company. 1971). P.3

2. K.W. Neal. British University Libraries, (Wilmslow, 1971). P.1.

closely associated with these aims. It is a practical service institution and accountable for every aspect of its performance. "The fundamental role of the library is educational. It should not be operated as a mere store house of books attached to a reading - room, but as a dynamic instrument of education.¹

Gelfand, Goldhor, Lancour and Havard - Williams all are of opinion that university library had to pass three stages of development. "The first of these stages was the storehouse period of librarianship". Libraries served as warehouses, containing books carefully stored for indefinite preservation. The second stage of library development is the service period. The third stage of development is on the educational functional of the library". "It must be recognized once and for all that university libraries provide an absolutely fundamental service which affects the whole of the university and without which it would cease to function as a centre for teaching and research."³

1. M.A. Gelfand. University Libraries for Developing Countries. (Paris : UNESCO 1968). P. 24-25.

2. James Thompson. An Introduction to University Library Administration. (Connecticut : The Shoe String Press Inc, 1970). P. 9.

3. Association of University Teachers. The University Library. (September, 1964). P. 10.

It has also been stated that "The prime function of a university library is to provide facilities for study and research for the members of its own institution"¹. A university library provides the books and journals needed by teachers and students of its own university, it acquires these materials so that they are usable and retrievable--recording, arranging, maintaining; and it creates the amenities for their use -- adequate accommodation, liberal hours of opening and services such as photocopying.² According to Nigel Cox, the functions of a university library fall under five headings: namely control, archive, service cooperation and research and development. Control covers ordering, accessioning, cataloguing, circulation, stock-taking; archive is building up the necessary collection, service is the professional guidance and assistance offered to users; cooperation is the need to link with, and contribute to the local and national network of library resources; and research and development is the library staff's activity in perfecting the techniques of librarianship.³

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1. Association of University Teachers. Ibid., P. 10.
 2. James Thompson. Ibid., P. 10.
 3. Nigel Cox. "Management Criteria in the Design of Systems for Academic Libraries". Newcastle Seminar on the Management of Computing Activity in Academic Libraries, (Newcastle 1969).

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Paul Buck visualizes the functions of a university library in line with Cox. Buck includes resources, retrieval of information, coordination, and staff capability. He also summarizes the above functions and concludes with one term namely 'responsiveness' by which he means the 'alertness' and 'flexibility' which are essential for a university library to perform its job effectively.

Thomas Parry is of opinion in his Report of the Committee on Libraries: "In the period since the war the most fundamental change in attitude in university libraries has been from the inward-looking conservative method to an out-ward looking organization geared more directly to the needs of the readers." 2

The Second World War with its world-wide effect on all human activities also had its impact on university libraries.

The university library as an institution and the profession of university librarianship are undergoing a revolution. It is of the nature of revolution that basic and sometimes violent, changes take place all within a short time. Crowned and uncrowned heads usually fall, and though one would greatly deplore the idea of heads of libraries going the way of some heads of state there is a way of some head of state, there is a philosophy simmering away in a well-known American Centre of learning which envisages even that. We will, however, console ourselves that this cannot happen here, or at least that the library revolution that a French one. 3

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1. Paul Buck. Libraries and Universities: Addresses and Reports. (Cambridge, Mass : Belknap Press, 1964). P. 134.
 2. United Kingdom, University Grants Committee Report. (London, H.M.S.O., 1967). P. 1-15.
 3. Thomas Parry. "University Libraries and the Future". Library Association Record. 70 (September, 1968). P. 225.

Now universities are open to public assessment. As a result, it is essential for librarians to justify their performances and functions.

1
Wilson and Tauber further suggested that functions of the university as conservation of knowledge and ideas, teaching, research, publication, extension, and service and interpretation. Although the emphasis is on teaching and research, the library is the core of a university.

2
Aims considered libraries a storehouse of materials and believed that they played little more than a passive role in the research process. To put it crudely, library services are accepted as a means of meeting simple needs.

The university libraries are now facing a new situation. The unprecedented expansion and complex procedures which university libraries of to-day experience in the functioning of libraries are unexpected. The tremendous increase in the number of students at the undergraduate and post-graduate levels, the information revolution, the proliferation of new subject areas and the explosive situation of new and valuable books and periodicals in English and other languages are some of the chief factors to be reckoned with in the organisation and functioning of the university libraries to meet the new demands made on them.

1. Louis Round Wilson and Maurice F. Tauber. The University Library. (New York : Columbia University Press, 1956). P 24-25.

2. A. Aims. "Survey of Information Needs of Physicists and Chemists". Journal of Documentation. 21 (June 1965). P.433-454.

Librarians in general, and academic librarians in particular, have to contend with three factors which tend to undermine their effective performance: information explosion, inflation, and impending budget reductions. Evidently, it would be unrealistic for libraries to expect the same pattern of support to continue when national economies throughout the world are caught in a state of depression.

The university libraries to which quantitative measures might be applied are so complex, so diverse in the programmes they support, and so different from each other that it is extremely difficult, if not impossible, to devise a common statistical measures which could be applied to all of them.¹ This problem is further complicated by the character and inadequacy of the currently available data. Herman Fussler, for example, observes that "libraries, like universities, tend to have very inadequate analytical data on their own operations and performance. Such data, especially as they relate to costs and system responses to user needs, are critically important in any effort to improve a library's efficiency and responsiveness."²

1. Doctoral granting institutions in Carnegie Commission on Higher Education. "A Classification of Institutions of Higher Education". The Commission, (New York : Carnegie Corporation, 1973). P. 1-22.

2. Herman H. Fussler. "Research Libraries and Technology": A Report to the Sloan Foundation. (Chicago, 1973). P.61.

The Booz, Allen and Hamilton study for the Association of Research Libraries of the various problems faced by the librarians in university libraries management points out that the ideal functions of the university libraries would depend on the consequence of gradual development rather than the result of analysis of requirements and consideration of alternatives.¹

The value of the university library, however, primarily, depends on the extent to which it attains its objectives. "It was assured that library development is influenced by factors immensely wider than the librarians' professional concerns".² This is supported by Gelfand who states "Librarians alone cannot remove those and similar obstacles."³ Besides it is true that "merely stating aims and giving generous grants does not by itself normalise the situation and solve all the problems."⁴ The success of a university library lies in motivation, team-spirit, excellence in technical expertise and high management standards on behalf of the librarian and his staff members. The librarian

1. Booz, Allen and Hamilton, Inc. "Problems in University Library Management". Association of Research Libraries. (Washington, 1970), P.31.

2. Berely P. Lynch. "The Changing Environment of Academic Libraries." College and Research Libraries, 39 (January 1978), P.10.

3. M.A. Gelfand. Ibid., P.14.

4. N.N. Gidwani. "The University Grants Commission and the University Libraries". Library Herald, 2-3 (July-October 1963) P.106.

with his professionally skilled and superior staff is capable of controlling the internal factors, also has to manage external factors,¹ as well.

An examination of library literature shows that librarians are becoming increasingly aware of the need to apply techniques and tools developed in other fields in order to make the management of libraries more efficient. A significant development in this respect is the increasing tendency of librarians to critically examine library operations like acquisitions, cataloguing, classification and the provision of public services, with a view to improving the overall efficiency and effectiveness of the library services. In other words, the modern trend tends to emphasize the aim and objective of the library, so that the effectiveness of every operation is viewed from its contribution towards the overall objectives of the instruction. As the pace of technology increases, the volume of publication grows, and budgets are not increased the manager² requires more accurate information to accomplish his task.

"This made necessary for fruitful coordination of various library units within each of the university and by inter-university³ cooperation."

1. India University Grants Commission. University and College Libraries : Report of the Library Committee. (New Delhi UGC.1965) P.65.

2. Ferdinand F. Leimkuhler and Alice Billingsley. "Library and Information Centre Management." Annual Reviews of Information Science Technology, 7 (1972), P.502.

3. Lim Huck-Tee and M.G. Dayrit. "Resource Sharing in Southeast Asia : Programmes and Techniques". Paper presented at the 4th Congress of Southeast Asian Librarians. (Bangkok : 5-9 June 1978), P.10.

A university library is expected to be the centre of knowledge where every reader has the right to attain the truth by international process. The library, therefore, has to stock conveniently organized collections of books, periodicals, and other non-book materials for research, study and for advancement of knowledge. "The real task of the librarian which is also one of the main tasks of the University is to train the student to train himself.¹ Therefore, "the primary effort of a librarian should be directed towards making books and other library materials accessible and easily used.² A university librarian should be of dynamic personality and "The pattern of leadership desirable in supervisory position should be based upon behaviour that emphasises cooperation, participation, consultation and satisfaction for the egos of the rank and file, even though a strong leader may have subdue his natural desire for self assertion and self display.³

One of the earliest articles on the duties of a librarian was written by Edith Clarke in 1889 in which she pointed out that it was impossible for one person to administer and control library materials and recommended the delegation of

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1. L. Jolley. "The Functions of the University Library". Journal of Documentation. (September 1962), P.133-142.
 2. Smith M. Cain. "Case for the Centralized Library". Missouri Library Association Quarterly. XI (March, 1950). P.24.
 3. Iswar Dayal. New Concepts in Management. (Bombay : Lalvani, 1970). P .224.

responsibility and care of books to assistants¹ W.W. Bishop in 1910 based his plea for a centralized library system on efficient and economical supervision and cost. He expanded this plea further by saying that studies should be made of the cost factors and personnel factors before any decisions were made as to the structure of the organization.²

The numerous articles that have been written on this topic point out the tremendous problems that librarians have encountered not only in establishing the identify of the university library but in organizing the library to effectively carry out its programmes. Librarians have been further handicapped by the organization, structure of the parent institution which limited the power and authority of the librarian to re-organize the administrative structure of all the libraries that made up the university library.

McAnally and Downs point out other problems that have had and will continue to have, a tremendous influence upon the university librarian in developing the functional structure for the university library. They are "proliferation in university management, changes in the world of learning and research, the

1. Edith E. Clarke. "Departmental Arrangement of College Libraries." Library Journal, XIV (August 1889), P.340-353.

2. William W. Bishop. "Problems of the Departmental System in University Libraries:," Library Journal. XXVI, (January 1910), P.14-18.

information explosion, hard times and inflation, planning and budgeting, technology, changing theories of management, unionization, and increased control by state boards.¹

As late as 1900, there were only a few hundred college and university librarians whose main duties involved the mechanics of keeping the books. "Early University librarians, lacking a well-educated staff capable of participation in policy decisions about library affairs or the educational role of the library in the institution, tended to develop vigorous chief librarians of an autocratic type".² The tremendous growth of under-graduate programmes and overall enrollments after World War II brought on larger and better educated staff with larger library collections.

Dewey felt that in any size in any place the important factor is leadership. The librarian has to play a leadership role in organizing a library.³ The university library is a part of the total university organization and the organizational structure of the parent university may influence the growth and

1. Arthur M. McAnally and Robert B. Downs. "The Changing Role of Directors of University Libraries". College and Research Libraries. XXXIV (March 1973), P.105-108.

2. Arthur M. McAnally. "Status of the University Librarian in the Academic Community". Research Librarianship: Essays in Honor of Robert B. Downs ed. by Jerrold Orne. (New York : Bowker. 1971). P.22.

3. Donald O. Dewey. "Strategy and Structure", Political Science Quarterly (Review article) (March 1963), P.126.

development of the organizational structure of the library. University librarians are also characterized by a high degree of individuality, particularly with respect to policies, programmes, responsibilities and traditions.¹

As with all institutions, universities and their libraries have experienced considerable change over time. Further changes are taking place now and others clearly lie ahead. Particularly noteworthy is the increasing sense of interdependence and commitment of coordination among universities generally. Gelfand observed, "Even the largest libraries must engage in co-operative activities to augment their resources, for today it is impossible for any library to be absolutely comprehensive in all fields".² With regard to university libraries, the following developments are particularly important : the growth of interlibrary co-operation, especially resource sharing ; the strengthening and expansion of service programmes,³ such as bibliography instruction; the increasing importance of recorded information in nonprint formats; the application of automated systems to library

1. Chandra Kant Sharma. University Library : Its Management and Organization. (New Delhi : Metropolitan Book Co., 1977). P.32-38.

2. M.A. Gelfand. University Libraries for Developing Countries. (Paris : UNESCO, 1968), P. 113-121.

3. Bimal Kumar Datta. "Indian University Libraries and their Problems". Development of Libraries in New India ed by. N.B. Sen. (New Delhi : New Book society of India, 1965) P. 23-28.

operations and the growth of machine-readable data bases; the closer interaction between librarians and faculty and the improved status of librarians and put them at par with the teaching departments.¹ Within the university, there is increased stress on the effectiveness and efficiency of operations. "It should be noted that these remarks apply to every size of library".²

The general assumption is that the primary obligation of a university library is to meet the instructional and research needs of the students and faculty at the university. However, no university library can acquire all of the recorded information that its clientele may find useful. An attempt is made, therefore, to recognize the mechanisms being developed to promote co-operative access to scholarly information, to identify the current limitations of interdependence, and to enumerate the factors which are essential in maintaining an environment in which instruction and research can flourish.³

The academic library is not an independent organisation but an integral part of the parent institution which has an administrative structure that affects the organisational structure and the library.⁴

1. K.S. Deshpande. "University Education and Libraries". Time. 12 (1978-79). P. 127.

2. James Thompson, Ibid., P. 117.

3. K.S. Hingwe. Management of University Libraries in India : Principles and Practices, (Calcutta, 1982). P. 101.

4. Elizabeth D. Gilbert. "Administration of Academic Libraries". Kentucky University Library Bulletin. XXVII, (July 1963), P. 8-17.

In 1967-1968, Raymond Kilpela conducted a survey of the larger university libraries in the United States to determine the type of administrative structure that was used in each library. The replies showed that the majority of the libraries were utilizing the bifurcated structure of organization. He also found that nearly all of the universities surveyed had departmental libraries with varying degrees of co-ordination and supervision by the central library. "The typical large university library therefore is a highly decentralized structure composed of numerous divisions and/or departments"¹.

Various other articles appear in library literature that explain many of the problems that librarians face in trying to plan an effective functional structure.

The government of the university library began in faculty hands, passed to a Library Committee composed of the Chairman and a faculty committee, to the Librarian, and then as the library became fragmented, back to faculty control.²

Librarians are already feeling the impact of impending budgetary restrictions and have been searching for new methods and alternative procedures for providing more effective library services as well as to develop quantitative measures of their effectiveness, for the purpose of justifying their budgets.

1. Raymond E. Kilpela. "Administrative Structure of the University Library". College and Research Library Bulletin. XXIX (November 1968), P. 511-516.

2. Louis C.A. Moloney. History of the University Library : University of Texas : 1883 - 1934. (New York, Columbia University 1970). P. 343-345.

A consequence of both these concerns is the interest shown on cost-benefit and cost-effective studies in various aspects of library operation and service. While such studies will provide, quantitative measures on the operating costs of certain operations and services of a library, they cannot represent true measures of the library's effectiveness. Being basically a service institution, the primary concern of a library is to maximize patron need satisfaction.

In this connection, Philip Rzasas and Norman R. Baker state that the primary goal of the library is to maximize user need satisfaction. They further point out that "the primary measures of the effectiveness of a library must adequately reflect satisfaction of user needs"¹. Philip M. Morse lends support to the above views when he states: "... libraries are service organisations, and must justify their budgets by the degree of service they render."² To do this, the librarian will find it useful to quote measures of the degree to which his library is satisfying its clientele. Predictions of future measures are needed when he is weighing alternative plans for expansion or for changes in operating procedures.

1. Philip Rzasas and Norman R. Baker. "Measures of Library Effectiveness for a University Library". Journal of American Society for Information Science, 23 (July 1972), P. 278.

2. Philip M. Morse. "Measures of Library Effectiveness: A Systems Approach". (Cambridge, Mass.: MIT Press, 1968). American Society for Information Science, No.23, July 1972.

R.H. Orr introduces the idea of "primary library" to refer to the library existing in a user's institution. "In a primary library concept", Orr states "the librarian's sole responsibility is to make it possible for his clientele to tap the total store of recorded information as effectively and efficiently as possible within whatever practical constraints are imposed on him ..."¹ The articles above point out the importance for satisfying clientele requirements at the university.

Fritz Machlup, in the course of his recent efforts to measure the holdings and acquisitions of libraries on a broad scale, has complained about the lack of adequate data.² Other observers have challenged the utility of present library data collections.³ They focus on perceived failures to measure performance or effectiveness. Nevertheless, academic institutions do compete for faculty and students, and one of the elements in this competition is the adequacy of library services and collection.

1. R.H. Orr. "Measuring the Goodness of Library Services: A General Framework for Considering Quantitative Measures". Journal of Documentation. 29, (September, 1973). P. 315-332.

2. Fritz Machlup. "Our Libraries: Can We Measure Their Holdings and Acquisitions". AAUP Bulletin. 62, (October 1976). P. 303.7.

3. Moris Hamburg and others. Library Planning and Decision Making Systems. (Cambridge, Mass. : MIT Press, 1974). P. 9-14.

Further studies concerning information need and user studies are mostly conducted in scientific fields to assess the information needs of engineers, scientists, physicians, or other professionals in scientific disciplines. Thus, the humanities and social science disciplines are overlooked in this regard.

Many researchers have approached the concept of information need by means of analysis of type of work and job activities. Strasser¹ points out that information needs of physicians and other practitioners depend greatly upon type of practice, involvement in research or education, and type of speciality.

Furthermore, Strasser² suggests that information needs should be classified according to the level of activity, reason for need, and ways to obtain information easily. In this respect, some studies concentrated on the analysis of the researcher's cognitive environment³. It was found that in each stage of a physician's practice there were different categories of information needs, and that these needs correlated with the type of function the physician performed.

In technical fields, the information need studies focused on job related activities and engagements. An engineer who works in an organisation may perform different roles in the execution of his duties, and these might include on or all of the following categories:

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- 1.T.C.Strasser. The Information Needs of Practicing Physicians in North Eastern New York state.Medical Library Association Bulletin 66.(April 1978)P.200-209.
 - 2.Strasser.Ibid.P.200-209.
 - 3.Mousain II Series.Information needs of the general practitioner,1979.

researcher, practitioner, manager, teacher, consultant, and information linker. Furthermore, Galeuska-Vickery classified the needs in four general categories:

(1) technical or non-technical, (2) printed or generated on site, (3) oriented to project or to profession, and (4) of continuing or ephemeral value. In order to obtain the information of these various types, the user referred to sources such as colleagues in an organisation, library or information systems, outside library, and professional institutions.¹

Voigt in his attempt to investigate the information needs of scientists identified the following three broad categories of needs : current approach, everyday approach, and exhaustive approach. The researcher will come across these categories of information needs in his work every day.²

The need for awareness of current developments in the field constituted the researcher's important portion of information needs, namely, "current approach". The second type of information need arose in the course of the scientist's work, characterized by some specific piece of information that was essential to his experimental work or his understanding of that -

1. A. Galeuska-Vickery. "Communication and Information Needs of Earth Science Engineers". Information Processing and Management. 12 (1976) P. 251-282.

2. M. Voigt. "The Researcher and His Sources of Scientific Information". Libri 9 (1959) P. 177-193.

work. This type of information demand formed the "every day approach" category. Conversely, an exhaustive approach was needed when the desire was to sift out all the relevant information on specific subject in the researcher's area of investigation.

The diversity and variation in the activities of scientists and engineers is also reflected in their conception of information need analysis. The difference in the perception of scientists and engineers is due to the variation in basic goals of each discipline. The main goal of a scientist, as stated by Faibisoff and Ely is to generate and publish new information while the engineer's goal is to develop and improve a product of process. The engineer often wants information that exists in another organization's documents but is unpublished and is not distributed by the other organizations¹. On the other hand, the scientist often needs information which is produced by another scientist and is usually transmitted orally. Wesley² - Tanaskovic² referred to the same fact by representing

1. S.G. Faibisoff and D.P. Ely, "Information and Information Needs", Information: Reports and Bibliographies, 5 (1976), P. 2-16.

2. I. Wesley-Tanaskovic, "International Science Information : Trends and Projects", Unesco Journal of Information Science, Librarianship and Archives Administration, 1 (April-June 1979). P.104-111.

the scientist as a major producer and consumer of information. In addition to being a generator and user of scientific information, the scientist was viewed as a disseminator of information generated by himself or by his fellow scientists. this dissemination function of scientists, according to Wesley-Tanaskovic¹ was considered as the extension of principles within the discipline which perceived communication as a social function of science.

² Prentice in her interdisciplinary study of scientific and social science disciplines, identifies the similarities of information need patterns, originating from the individual reader's particular needs, in each of these disciplines. She points out that each of the individual members required a specific piece of information that was related to the current project or assignment they were involved in, and often demanded current and up-to-date information in the course of their activity.

As noted earlier, most of the information need investigations are conducted in scientific disciplines, and in this respect the social science disciplines are unfortunately overlooked. Although few studies have been undertaken in economics, anthropology, and sociology, far more attention has been given to the study of information needs in political science, applied economics, business and industry, psychology, and education.

1. Wesley-Tanaskovic, *Ibids.*, P. 104.

2. A.E. Prentice, "Information Seeking Patterns of Selected Professionals", *Public Library Quarterly*, 2 (Spring 1980), P. 27-60.

One of the few studies to analyze the information needs and requirements of university teachers can be found in the APA Report.¹ The study indicated that two-thirds of the respondents sought and used current information for teaching purposes and that the requirements went beyond the context of information needs associated with research activities. To function effectively in their position, the teachers maintained files containing both archival and informally circulated materials.

The diversity and complexity of need patterns is reflected in Brittain's work in which he identifies three types of education research materials users - administrators, teachers, researchers, and combinations of the three.² His findings shows that administrators require accurate, timely information on a specific subject. Teachers required operational type information of a professional rather than technical nature, including information that would satisfy a need for awareness of developments in educational research. In addition, the teacher might, from time to time, get involved in experimental programmes and needs the full literature available to him. The researcher, on the other hand, is the most demanding in terms of material coverage and the least tolerant of delay and requires detailed research reports and data in his main area of interest along with general information in peripheral fields of interest related to his research activities.

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1. American Psychological Association, Report No.17. 1967.
 2. J.M. Brittain, Information and its Users, (New York: John Wiley, 1970).

One of the forerunners in studying the information needs of social scientists was Line.¹ Line was assisted by Brittain,² whose work Information and Its Users, is one of the best studies ever done in the social science disciplines. Line found that social scientists were extremely print-oriented and that they preferred English language materials to materials in other languages, and statistical, methodological, and conceptual information rather than historical and descriptive studies.³ The study articulates further the variety of needs found among teachers and social workers, and indicates that social workers have a sort of information consciousness while teachers see a need for keeping up-to-date with the subjects they teach rather than with education theory, research or practice.

The traditional emphasis in libraries was on document acquisition and care. To this concern has now been added a range of professional techniques which strive to cope with the need to organize, store, list, retrieve, and exploit the information contained in a widening variety of documentary forms - forms which have given greater scope to the creative artist and offer greater facilities to the reader. Quite apart from a knowledge of documents and an understanding of systems, the library and

1. M.B. Line, "Information Requirements in the Social Sciences : Some Preliminary Considerations, Journal of Librarianship, 1 (January 1969). P. 1-19

2. J.M. Brittain, Ibid.

3. M.B. Line, Ibid.

information profession has developed a keen appreciation of what readers are seeking in the material they use, and so the profession pays special attention to the needs of readers in order to help them in their search for information.

Today's librarianship is more concerned with need assessment of the clientele. The literature reviewed so far clearly indicates the concern of teachers, researchers, engineers, scientists, librarians, social scientists to identify need patterns of their clientele.

In Bangladesh because of the British occupation in this sub-continent for nearly two hundred years, university education has been developed on the British pattern. But Bangladesh could not achieve the progress made by British universities mainly due to non-availability of adequate funds and partly due to the negligence of the authorities.

The tremendous growth in enrolments in higher education during the post-Liberation period in Bangladesh has produced changes in the universities far beyond merely making them larger. The university has become a very complicated institution; yet in

Bangladesh most university libraries, specially the four general universities have made few changes to cope with this tremendous ¹ increase in students.

The Bangladesh university libraries have a special significance in this context as the country is just beginning to emerge towards full development as a nation. One of the objects of this work is to indicate in general terms what has been done and what has not been done by the university libraries, so that they can compare their achievements and short-comings with other comparable institutions, and plan ahead in the right direction. Indeed a great future lies ahead of librarians of universities, who should mould themselves for leadership and professional service to the university community, and through it ultimately to the society.

1. M. Siddiq Khan. "Library Situation in Bangladesh : Yesterday, Today and Tomorrow. The Eastern Librarian. VII (January 1973). P. 9-19

Library Surveys in Bangladesh

The first library survey in Bangladesh was made by Mr. Stephen Parker who surveyed the public libraries in Bangladesh and submitted his Report (Parker Report) to the Government of Bangladesh in 1979.¹ Previous to this in 1958, there had been the Key Report² on the library situation in Pakistan. This report had included the libraries of East Pakistan now Bangladesh. However, no attempt has yet been made to survey the university libraries in Bangladesh. There is an imperative need to undertake such a survey in order to assess the functions and workings of the university libraries.

The importance of the university library is gradually being recognized. In March 1986 a series of seminars on university libraries were arranged by the British Council in Bangladesh as part of its continuing programme of cooperation with academic institutions and with the library profession. The seminars were held in the libraries of Dhaka, Rajshahi and Chittagong Universities from March 20-30, 1986.

1. Stephen Parker. Bangladesh Public Library Survey : Final Report in Three Volumes, (Bath, United Kingdom : Library Development consultants, 1979).

2. L.C. Key. Report and Proposals on the Establishment and Improvement of Libraries and Library Services in Pakistan. (Karachi, Ministry of Education, 1956). P. 158.

The seminars were well attended by the senior university librarians and the library educationists of Bangladesh. The seminar entitled Recommendations of the British Council Seminars on University Library Administration¹ concluded with seven recommendations. The recommendations regarding the university libraries were presented under following heads, namely:

1. Professional activities and cooperation;
2. Resources;
3. Personnel;
4. Reader Services;
5. Technical Services;
6. Building, furniture and equipment;
7. Finance and Budgeting.

This was the first seminar held in Bangladesh on the university library, and the recommendations are well thought out. If these recommendations were implemented the situation of the university libraries would dramatically improve. The seminars put great emphasis on professional activities and cooperation among libraries and were optimistic about the improvement of the university libraries if the recommendations were followed.

1. British Council. Recommendations of the British Council Seminars on University Library Administration in Bangladesh. (Dhaka : The British Council, 1986).

CHAPTER III

SYSTEM OF HIGHER EDUCATION IN BANGLADESH

Introduction

On the 16th December, 1971, Bangladesh emerged as a free and independent nation, fulfilling the noble cause to which so many had pledged and sacrificed their lives and their fortunes. The War of Liberation has brought many changes in Bangladesh, specially in demography, political structure, social structure and economics. As a result of this process of change, the educational systems too have to grow and change, adapting themselves in scope and pace to satisfy the social as well as the investment demands for education. Higher education, particularly at the university level, should attend to the new demands of the society and help speed the economic development of the country.

Higher education in the modern world must provide training to an increasing number of students. As a society progresses, the proportion of the people who need advanced education increases. The range of education courses must be extended so that larger numbers of students are catered for, and the quality of the education provided must be maintained and improved. In short, higher education must be concerned with the formation and development of character as well as with the acquisition of knowledge. But higher education must prepare not only an

adequate number of persons to fill positions appropriate to modern conditions, but also offer education of quality. Higher education has a responsibility to assist the students to become educated men and women in a general sense. This means creating in them proper habits of work, a continuing desire for acquisition of knowledge, initiative, an independence of thought. There are therefore four tasks, and they must be accomplished at one and the same time. Higher education is the agency primarily responsible for extending the frontiers of knowledge, for examining and interpreting the ways of man and of nature. We can only achieve all these if the university can create and provide good education and good libraries.

With the creation of an independent nation in 1971, Bangladesh has been striving hard to bring changes and reforms in all spheres of national development in order to fulfill the hopes and aspirations of its people. This is also reflected in the education system of the country which is being gradually adjusted to meet the challenges of the modern age as well as the economic and cultural needs of our developing society. Along with the repair and reconstruction of educational institutions from the unprecedented damage caused by the occupation army, attempts were made to bring changes and reforms in the education system of Bangladesh so that the long-cherished objective of a mass-oriented and people-oriented education system, suiting the social

cultural and economic needs of the people, is achieved. With this end in view, an education commission was set up in 1973 which published its report in 1974. This report is popularly known as Qudrat-e-Khuda Commission Report and it was on the basis of its recommendation that the National Curriculum Committee also submitted its report in 1977 and implementation of its recommendation is in progress. Subsequently, another interim education commission was setup in 1978, known as National Education Advisory Council, purporting to make education more responsive to the present socio-cultural and economic needs of the country. This council published its recommendations in 1979 after thorough deliberations with a cross-section of the people and also by organizing national debates. Currently, a new education policy is under formulation, mostly based on the former reports and recommendations but taking into consideration the changing needs of the country. The main principles underlying the new policy may be summed up as follows:

- (i) to achieve a meaningful literacy by effective implementation of a primary education programme which would ensure a minimum of 5 years education for all citizens;
- (ii) to prepare the future generation with knowledge and aptitude and necessary skills in order to enable them to meet any and all challenges,
- (iii) to make education open-ended throughout life providing multiple entry-points throughout the system.

The fundamental principles of state policy on education as laid down in articles 17 of the Constitution of Bangladesh are: "establishing a uniform mass-oriented and universal system of

education and extending free and compulsory education to all children of such stage as may be determined by law: relating education to the needs of the society and producing properly trained and motivated citizens to serve these needs and removing illiteracy within such times as may be determined by law."

The major targets identified and formulated in the First Five-Year Plan (1973-1978), the Two-Year Plan (1978-1980) and the Second Five-Year Plan (1980-1985) laid stress on gearing up the education system towards achieving national goals of high priority such as population control, rural development, introduction of universal primary education and non-formal education for drop-outs and adult illiterates, strengthening of vocational, technical and science education, extending training facilities for female population and widening their participation in nation building activities.

In the Third Five-Year Plan (1985-1990), reorganization and expansion of education have been envisaged. Emphasis has been laid on the introduction of universal primary educational and non-formal education for drop outs and adult illiterates, population and environmental education and the strengthening of vocational, technical and science education. Preference has been given to the expansion of education and training facilities for female population and widening their participation in nation building activities.

Organization and Structure of Education

Broadly, education in Bangladesh comprises three levels: Primary, Secondary and Higher Education. Pre-primary education is offered by a few private institutions, mostly in the metropolitan cities and in a few thousand mosque-schools. The Ministry of Education maintains a loose supervision over them.

(i) Primary Education

The duration of primary education is 5 years (Grade I-V), beginning at the age of 6. Although tuition-free, primary education is yet to be made universal and compulsory. One-third of the school age children still remain outside schools.

(ii) Secondary Education

Secondary Education consists of three phases: Junior Secondary (Grade VI-VIII), Secondary (Grade IX-X) and Higher Secondary (Grade XI-XII). Secondary education is offered in secondary schools known as junior high schools and high schools, and higher secondary education is offered in intermediate colleges and intermediate sections of degree colleges. Normally a high school comprises five grades, i.e. Class VI-X and intermediate colleges comprise two grades, i.e. XI-XII. The medium of instruction is Bengali. However, English is taught as a compulsory subject.

Upto Grade VIII the academic programme is uniform. Diversification of curriculum is introduced at grades IX-X where students separate into two streams of science and humanities. At the end of grade X, students appear at a public examination called Secondary School Certificate (SSC).

At the higher secondary stage, the academic programme for general education is of two years duration (Grade XI-XII), with a public examination called Higher Secondary Certificate (HSC) at the end. Diversification of the curriculum into Science, Humanities, Commerce, Home Economics, Agriculture, Music and Primary Teachers Training has been introduced at the higher secondary stage. Academically all the secondary schools and intermediate colleges are under the control of four Boards, one for each administrative division, having their headquarters at Dhaka, Rajshahi, Comilla and Jessore respectively. Although these Boards are completely separate in academic and administrative affairs, their general scheme of studies is uniform. The Boards grant affiliation to secondary schools and intermediate colleges without which no school and college can enter candidates for public examination at the S.S.C and H.S.C. levels. Without formal schooling, a candidate can appear in the S.S.C. and H.S.C. examinations as a private candidate with the permission of the concerned Board.

(iii) Higher Education in Bangladesh

Higher Education includes education at the post - H.S.C. level (after grade XII) and comprises the following courses of studies:-

- (a) 2-year ordinary first degree (B.A., B.Com., B.Sc.)
- (b) 3-year specialised honours degree in Arts, Science and Commerce.
- (c) 4-5 year professional first degree in Engineering, Architecture,, Medicine etc.
- (d) Master's degree (duration 1-2 years depending on prequalification)
- (e) M.Phil and Ph.D Degree (Duration 2 years for M.Phil and 3 years for Ph.D).

The courses of higher education are offered by degree colleges, professional colleges and universities. Of the six universities, four offer general courses, one offers courses in engineering and technology, and the other courses in agriculture. A seventh university named Islamic University is in the process of being established. For academic purposes all the degree colleges, professional colleges including medical and engineering colleges are affiliated to the three affiliating universities, namely, Dhaka University, Rajshahi University and Chittagong University. There are two Agriculture colleges which are affiliated to the Agricultural University. Examinations are conducted by the respective universities, and degrees are awarded accordingly.

In some of the Degree Colleges, provision for teaching of Honours and Master's degree courses is available. The Government bears complete responsibility in respect of financing of Government Colleges. As regards private colleges, the Government provides substantial financial help for development.

The universities only run honours and post-graduate courses, including M.Phil and Ph.D. programmes in some selected disciplines. The universities are financed by the government, but they are functionally autonomous. The University Grants Commission is an autonomous organization for coordinating development activities, as well as for promoting higher research in different fields and areas of national importance.

Degree courses of various branches of engineering and technology are provided by 4 Engineering Colleges, College of Textile Technology and College of Leather Technology. These are affiliated to the general affiliating universities for academic and examination purposes. The University of Engineering and Technology offers, besides degree and post-graduate courses, higher education on engineering and technology leading to Ph.D.

Higher education is imparted by the universities and the affiliated colleges under their jurisdiction. Except for Jahangirnagar University and Bangladesh University of Engineering and Technology, all are of the affiliating type, i.e. having outside colleges under their jurisdiction for academic purposes.

In the constitution of each university there is a supreme governing body, known as the Senate. There is also an executive body which is called the Syndicate, consisting of persons representing various interests in the life of the university and the community in which the university exists. Most of the members of these bodies are elected by different constitutions, but a few are nominated by the Chancellor. There is also a third body called the Academic Council. The supreme governing body has budgetary and appellate power, the executive body administers the funds and property, while the academic body deals with academic questions generally, and is mainly concerned with courses of study and the organization of teaching and examinations. It coordinates the work of the various faculties of the university.

The usual faculties of the six general universities namely, Dhaka University, Rajshahi University, Chittagong University, Jahangirnagar University, Bangladesh University of Engineering and Technology and Bangladesh Agricultural University are those of Arts, Science, Commerce, Social Science, Biological Science, Law, Fine Arts, Education, Medicine, Electrical and Electronics Engineering, Civil Engineering, Mechanical Engineering, Architecture and Planning, Veterinary, Agriculture, Animal Husbandry, Agricultural Economics and Rural Sociology, Agricultural Engineering and Technology and Fisheries. The head of a faculty is called the Dean and is usually a professor of the University. These faculties consist of a number of departments and each department has its own Chairman.

The four general universities namely: Dhaka University, Rajshahi University, Chittagong University and Jahangirnagar University have courses in Arts, Science, Social Science, Biological Science, Education, Law, Commerce etc. The usual degrees are:

B.A., B.Sc., B.Com., B.A.(Hon), B.Sc.(Hons), B.Com.(Hons), B.SS.(Hons), LL.B., L.L.B.(Hons), M.A., M.Sc., M.Com., M.S.S., L.L.M., M.Phil, Ph.D., B.Sc. (Engineering), M.Sc. (Engineering), B.Arch., M. Arch., B.Sc.(Ag.Econ.Hons), B.Sc. (A.H.Hons), B.Sc. (Fisheries) Hons., B.Sc.(Ag.Engg), B.Sc.(Vet.Sc.), M.Sc.(Ag. Economics), M.Sc.(Ag.), etc.

All the six universities under study are fully self-covering institutions, each established by a legislative enactment.

The universities in Bangladesh enjoy autonomy in all academic matters such as developing their own curricula, holding examinations and awarding degrees (including affiliating colleges) as well as internal administration. The Government provides financial support to carry on their educational and research programmes as well as for overall development of the universities.

The University Grants Commission was setup in 1973 to coordinate the activities of the universities, and is particularly charged with the task of assessing the financial needs of the universities. Government grants are channelled through it.

Higher education cannot function without libraries which are the raw material of scholarship. The library is at the very heart of the idea of the university. The books with which it is stocked, the librarians who serve in it, and the kind of use which the students make of it should reveal the extent to which it is discharging its real functions as a power house of learning.

CHAPTER IV

DEVELOPMENT OF UNIVERSITY LIBRARIES IN BANGLADESH

Almost all the university libraries were founded together with the universities. The only exception here is the Rajshahi University Library. Rajshahi University was founded in 1953; the Rajshahi University Library started functioning from 1955. The data regarding the organization of university libraries in Bangladesh are presented in Table 1.

Dhaka University and its Library

Dhaka University (DU) was established in 1921 by an Act XVIII of 1920 which is properly known as the Dacca University Act.¹²

The object of this Act was "to establish and incorporate a unitary teaching and residential university at Dacca, to provide for instruction in such branches of learning as it may think fit, and to make provision for research and for advancement and dissemination of knowledge."³

1. Note: In 1985 spelling of the name of the capital city was changed from "Dacca" to "Dhaka" by a Government announcement.

2. Dacca University, Annual Report : 1921-22 (Dacca : 1922) P.2.

3. Dacca University Act , 1921. (Dacca : 1921) P. 22-25.

TABLE 1

Dates of Organization of Libraries of the Six Universities

Universities	Date of Organi- zation of Universities	Date of Organi- zation of Libraries
Dhaka University (DU)	1921	1921
Rajshahi University (RU)	1953	1955
Chittagong University (CU)	1966	1966
Jahangirnagar University (JU)	1970	1970
Bangladesh University of Engineering and Technology (BUET)	1961	1961
Bangladesh Agricultural University (BAU)	1961	1961

The University of Dhaka formally opened on 1 July, 1921¹ with three Faculties, namely, Arts, Science and Law and with thirteen teaching departments of English, Sanskrit, Bengali, Arabic and Islamic Studies, Persian and Urdu, History, Economics and Politics, Philosophy, Mathematics, Physics, Chemistry, Law and Education.

This new university became the second university in the province of Bengal, sixty-five years after the establishment of Calcutta University in 1857. The longstanding demand of the Muslims of the eastern part of undivided Bengal was finally fulfilled.²

The library started functioning along with the functioning of the university. It had, at its inception, about 18,000 books inherited from the library of the Dacca College and Dacca Law College.³

The library collection was housed in the congested buildings of the former university, which have now become part of the Dhaka Medical College Hospital. The library was shifted to its new building in the present Arts Faculty campus in 1964.⁴ At the

1. Bengal, Sixth Quinquennial Review: 1921-22 (Calcutta : Bengal Secretariat Book Depot., 1923) P. 12.

2. M.A. Rahim. The History of the University of Dacca. (Dacca : Dacca University, 1981) P.1

3. M.A. Aziz. "The Dacca University Library". The Bangladesh Observer : Special Supplement. (August 1975). P.III.

4. A.R. Mirdah. "Fourteen years of Librarianship. 1952-65". Pakistan Librarianship: 1963-64, (Dacca : Pakistan Library Association, 1965) P. 40-44.

beginning there was no professional librarian. The librarians came mostly from the teaching community and worked as part-time librarians. The first Librarian of the University was Mr. F.C. Turner, formerly Principal of the Dacca College. The annual report states: "Mr. F.C. Turner in addition to his official duties as Provost of Dacca Hall and as Librarian, had voluntarily undertaken a certain amount of lecturing in English and has done much in connection with the detailed supervision of this university estate."¹

From the annual reports of the Dhaka University it was revealed that in the beginning books were not catalogued and were entered in a register. During the session of 1923-24 "sheaf catalogue" was introduced.² The sheaf catalogue still exists for books which were received upto 1952. Books acquired after 1952 were entered into card catalogue, and the library has been maintaining a dictionary catalogue since then. The library books were catalogued according to Anglo-American Cataloguing Rules (ALA) from 1927-28 session³ and now the library follows AACR II Codes. The Dewey Decimal Classification was introduced to classify books during 1952-53 session and subsequently new arrivals have been classified according to that system.⁴

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1. Dacca University. Annual Report: 1921-22, (Dacca : 1922). P.2
 2. Dacca University. Annual Report: 1923-24. (Dacca : 1924). P.6
 3. Dacca University. Annual Report: 1927-28. (Dacca : 1928). P.29
 4. Dacca University. Annual Report: 1952-53. (Dacca : 1953). P.27-28

It is interesting to note that the "open access system" was introduced in 1934-35. It proved to be successful as the volume of book issue increased tremendously and the library became very popular ¹.

It had, however, to be withdrawn due to heavy loss of important books and valuable journals. The library returned to a "closed access" ² system which is still continuing. The Dhaka University library collection is the largest university collection in Bangladesh. ³ It is also the largest library in many respects - namely in respect of collection, of user population and of library professional as well as non-professional staff. This library has also the largest number of manuscript collection, totalling about 25000. The library collection is also enriched with several donations from many important personalities. ⁴ "Special mention may be made of the donations of the zaminder of Baliadi, Dacca, Khan Bahadur Kazimuddin Siddiqui whose donations are estimated at about 6,756 items of manuscripts alone, in addition to other materials like ⁵ rare and valuable books.

1. Bengal. Ninth Quinquennial Review of Progress of Education in Bangal for the years: 1932-37. (Calcutta : 1937). P.69.

2. Dacca University. Annual Report: 1935-36. (Dacca : 1936). P.27

3. Afifa Rahman Dhaka University Library Guide. (Dhaka University Press,1985) P.17.(In Bengali).

4. Afifa Rahman. "Old Manuscript Collection in the Dacca University Library", Libri, Vol.33, 1 (1983). P.61-66.

5. Dacca University. Annual Report. 1927-28. (Dacca : 1928). P.33-38.

The Reprography Section of the Dhaka University provides microfilming facilities. It has microfilm readers as well as microfiche readers.

Though the Science Library is part of the main library, it is located in a separate building near the Science Faculty campus. At the beginning, the Science Library was in the Physics block of the Curzon Hall. But later on, the building proved to be very inconvenient, and a new building was created. The Science library shifted to its new building in the early part of the year 1982.¹ The Dhaka University Science Library is headed by one Deputy Librarian and is assisted by the other staff. All the works of acquisition and processing are however done by the main library.

The Science Library receives books and journals belonging to Science and Biological Science Faculties. The Science Library, like the main library, receives a considerable number, of gifts which contribute a large part of the book stock. The Science Library also has a closed access system like the main library. The students and teachers borrow books from general section.

The Dhaka University Library is followed the modified Browns charging system for issuing books. For the teaching staff a modified Newark System is being followed.

1. Afifa Rahman. Dhaka University Library Guide. Ibid.

There are 36 Departments and have 16,894 students and 920 teaching staff in the University. The ratio of students and faculty members at the Dhaka University is 1 :18.36.(Table 2)

Teachers can borrow ten books for four weeks and students one book for two weeks. The library has a closed access system for student users, and an open-access system for teachers and researchers.

Rajshahi University and its Library

As long ago as 1919 the Sadler Commission had indicated the suitability of Rajshahi as the site for a university in North Bengal. However, it was not until July 1, 1953 that the University of Rajshahi was founded in accordance with the Rajshahi University Act 1953. It was established in the divisional headquarters at Rajshahi of the then East Pakistan, in an area covering about 1000 acres of land. The University took as its responsibility to support and control education above the higher secondary level, to impart education at the Post-graduate level and to facilitate, encourage and patronize research-oriented studies. The university's territorial jurisdiction extends over Rajshahi and Khulna Divisions, excluding Bakerganj and Patuakhali Districts. The 29 Departments of the University have 481 teachers and 11,926 students. The ratio of students and faculty members at the Rajshahi University is 1:24.79.(Table 2)

The Rajshahi University (RU) library started two years later, in 1955, in a rented house. In 1958, the library was transferred to the campus and housed in a room in the Physics

block of the University. In 1960, the library was shifted to Motihar Kuthi, a historic building. Later on, part of the library collection was transferred to a tin shed hostel of the students.

Thus, the library shifted one place to another for the initial period of development of the university. It was not till 1963 that it was ultimately moved to its own building.

The present library building is a three-storied building situated centrally on campus. The ground floor covers an area of 16,900 square feet, the first and second floor each covering an area of 18,225 square feet. The reading room for students on the first and second floors are well ventilated. The library possesses 1,84,379 books and 364 journals. The library collection is enriched with rare archival manuscripts on Muslim Law.

Chittagong University and its Library

The University of Chittagong was established by the Chittagong University Ordinance, 1966 and formally inaugurated in November, 1966. The university is located about 12 miles north of Chittagong Port city, covering an area of about 1330 acres of land. In the 22 departments of the university there are 391 teachers and 5,463 students. The ratio of students and faculty members at the Chittagong University is 13:97. (Table 2). The districts of Chittagong, Chittagong Hill Tracts, Noakhali, Comilla and Sylhet are within the territorial jurisdiction of the university.

In 1966 university had four teaching departments only namely, Bengali, English, History and Economics.

The Chittagong University (CU) library was started, along with the university, in 1966 with only 300 volumes of books. The library was temporarily housed in a building covering a floor area of 2,400 square feet. During 1970-71 a new library building plan was approved, but owing to the Liberation War the project was postponed. Towards the end of 1973 the library was shifted to the present building. It is also housed temporarily at the four storied Administration Building covering a total floor space of 17,640 square feet. This is situated in the center of the university campus, and is surrounded by the 6 halls of residence and different faculty buildings.

The library has a micro-film unit and plain paper copier machines. Due to non-availability of staff however, the Microfilm unit is not functioning. The library possesses a precious collection of 564 old Bengali manuscripts and 2,421 rare books, together with 989 research papers.

Jahangirnagar University and its Library

Jahangirnagar University was established in 1970, as a unitary teaching and residential university, by the Jahangirnagar Muslim University Ordinance, 1970. The name was changed to

Jahangirnagar University (JU) in early 1972.¹ The university is located at Savar which is about 18 miles away from Dhaka, the capital and metropolitan city of Bangladesh. The university has an area of 761 acres of undulating land on the Asian Highway.

In the 14 Departments of the university, there are 156 teachers and 1,921 students. The ratio of students at the Jahangirnagar University is 1:12.31 (Table 2). The university is comparatively new in the array of the universities. It has three faculties: Arts, Social Science, Mathematics and Physical Science. The fourteen departments include: English, Bengali, Economics, Statistics, Geography, Government and Politics, History, Philosophy, Mathematics, Physics, Chemistry, Botany, Zoology, and Anthropology. There is also an Institute of Space and Remote Sensing, established for higher studies and research on space. The courses of studies offered include M.A., M.Sc., M.Phil and Ph.D.

The library of the university started functioning along with the university, and was temporarily housed in a rented accommodation. Later on the library shifted to the campus and a

1. Zillur Rahman Siddiqui. Jahangirnagar University: 1971-1981. (Dhaka, 1981) P.4.

big room attached to a half of residence. A tin-shed was erected soon to serve as a reading room for students and teachers. Finally, in 1982 the library moved to its new building having a total plinth area of 65,000 sq.ft. of which 40,000 sq.ft. have been completed for use.

The library has a total collection of 48,407 books and 150 journals. The library books are classified according to the Dewey Decimal Classification and catalogued by American Library Association Code (ALA).

Bangladesh University of Engineering and Technology
and its Library

In 1876 "Dacca Survey School" was established to teach a two-year survey course. The status of the school was further upgraded in 1905 with the addition of an overseer course of four years' duration. At this time the Nawabs of Dhaka took a keen interest in the advancement of Muslim education, and His Excellency Nawab Ahsanullah donated a sum of Rupees.1.12 lacs for the development of the institution. As a recognition of this great contribution, it was renamed the "Ahsanullah School of Engineering" in 1908.

After the partition of India in August 1947, the Ahsanullah School of Engineering was renamed and upgraded as "Ahsanullah Engineering College" offering both degree courses in Civil, Mechanical, Electrical, Chemical, Agricultural and Textile Engineering and Diploma courses in Civil, Mechanical and Electrical Engineering.

Finally in June 1962, the Ahsanullah Engineering College was further upgraded to the status of a university by East Pakistan Ordinance No.XXXVI of 1961 and renamed East Pakistan University of Engineering and Technology . The above ordinance was promulgated by the then Governor of East Pakistan to provide facilities for higher education and research work in all branches of Engineering and Technology. The ordinance was subsequently amended in 1962 (East Pakistan ordinance of XXVI of 1962) and 1972 (Bangladesh Ordinance No.1 of 1972).

Bangladesh university of engineering and technology (BUET) has fifteen departments under the five faculties, offering B.Sc. Engineering, M.Sc. Engineering, and Ph.D. degrees in their respective branches. The department of Architecture offers B.Arch. and M.Arch. degrees. In addition, the university offers short courses and refresher courses in different disciplines of Engineering and Technology, to field engineers.

The university set up a computer center in 1979 which has since been working satisfactorily.

The above historical background indicates that the university had three stages of development. Beginning as a school it was upgraded to a college before finally been awarded the status of a university.

The library started functioning along with the university. Thus it had the experience of a school and college library before finally developing as a university library. At present it has 15 Departments and the library caters' to the needs of 3,237 students and 305 teachers . The ratio of students and teachers at the Bangladesh University of Engineering and Technology is 1:10.61(Table 2).a

The library books are catalogued according to American Library Association rules and classified by the Dewey Decimal Classification scheme. The library has a unique system known as the "Book Rental System".Each student deposits 10% percent of the book value as a deposit and is entitled to borrow very important and expensive books for one academic year.Books are renewed each year. The library is successfully operating the "open-access" system, unlike the other Bangladesh university libraries which maintain the "closed-access" system.

The library is making necessary preparations to computerize all the operations of the library. The work has already started, and some progress has been made. When completed, this library will be the first Bangladesh university library to be operated by computer.

Bangladesh Agricultural University and its Library

The East Pakistan Agricultural University was founded on September 14, 1961 under the East Pakistan Agricultural University Ordinance 1961 to provide instruction in Agriculture and related subjects. The name was changed to Bangladesh Agricultural University (BAU) in 1972. The university provides graduate and post-graduate level of courses and also has provisions for advanced research in these subjects.

The university is located at Mymensingh, reputed to be the best jute growing area in the world. The university campus covers an area of 1200 acres of land and is situated on the bank of the river Brahmaputra. In the six faculties of the university there are 39 Departments, 376 teachers and 3,405 students, conferring graduate, post-graduate and Ph.D degrees. The ratio of students and teachers at the Bangladesh Agricultural University is 1:9.05 (Table 2). In addition Bangladesh Agricultural University also arranges refresher courses and short training courses for field workers. From its very inception this university has also been conducting research in various agricultural fields. Upon the establishment of Bangladesh Agricultural Research Council (BARC) a new era has developed in the field of research. Now, in collaboration with Bangladesh Agricultural Research Council, Bangladesh Agricultural University is conducting extensive research in the field of agriculture and allied fields. The university has also a project on extension works under the caption "Agri-Varsity Extension Project," as well as a training programme for graduates under the "Graduate Training Institute."

Bangladesh Agricultural University Library came into existence as East Pakistan Agricultural University library in 1961, with the inception of the University. It started with a small collection of 5000 volumes of the then East Pakistan College of Veterinary Science and Animal Husbandry. It was housed in the second floor of the old administrative building. The building was not appropriate for library use and could hardly provide seating accommodation for the readers.

Finally, the university library moved to its new building in the early part of 1969. The present library building is a two-storied building, centrally air-conditioned, with a total floor space of 44,000 square feet. The building has scope for further expansion either horizontally or vertically, a feature non-existent in the other five libraries.

The library has two general stacks, having the capacity to accommodate 2,00,000 volumes of books, two general reading rooms, with a seating capacity of 600 students at a time, one teachers' reading room with ten carrels for teachers and research workers, a periodicals room having the capacity to house 1000 current titles of journals and back issues for the same for 20 years. Besides, the library also contains one text-book library, one reference library, one audiovisual library and one binding and repairing section.

The library is situated in the center of the university campus. The library follows the Dewey Decimal Classification rules to classify and American Library Association rules to catalogue books.

TABLE -- 2

Number of Departments, Faculty members, Students and Ratio of Students and Faculty Members at the six Universities of Bangladesh. 1984-85.

Universities	Number of Departments	Faculty Members	Students Enrolments	Ratio of Faculty Versus Students
Dhaka University	36	920	16,894	1:18.36
Rajshahi University	29	481	11,926	1:24.79
Chittagong University	22	391	5,463	1:13.97
Jahangirnagar University	14	156	1,921	1:12.31
Bangladesh University of engineering and Technology	15	305	3,237	1:10.61
Bangladesh Agricultural University.	39	376	3,405	1:9.05
Total :		2,629	42,846	
Mean Scores		438.16	7,141.0	

Administrative Organization of the Six University Libraries

This section is also concerned with a discussion and on interpretation of the data related to patterns of administrative Organization, the responsibilities of the university Librarians and the library committees of the six university libraries.

The study of the administrative organization of the six Libraries at the universities revealed that the organization of the libraries is stated in the university statutes. The university statutes define the organization of the libraries and also identify the authority and responsibilities of the librarian. They also indicate the appointment of staff.

The survey data also reveal that the libraries in these six institutions are organized into a centralized library system. All the six universities maintain one central library each and Dhaka University has a branch library for the science and biological science faculties. The Librarians at the six universities have an administrative status equivalent to that of an academic faculty and they report to the Vice-Chancellors of the universities.

The science library of Dhaka University is organized as a division under the main library and its librarian reports to the chief librarian. All the six university libraries, besides having a central library, have departmental libraries. The

central libraries at those six university libraries have administrative control over the departmental libraries. Practically, however, all departmental libraries operate almost independently of each other, except for fiscal management which is handled centrally by the central library.

The practice of decentralization of library resources and services was found in institutes under the six universities located away from the main libraries. All institute libraries operate almost independently of each other, and there are no interlending facilities. Many of the resources of these institute libraries are mere duplication of the main libraries. Each institute has its own library system. All departmental libraries operate independently. There is almost no cooperation between the institute libraries and the departmental libraries, though allied subjects are taught in the institutes and departments. The number of faculty and departmental libraries is shown in Table 3.

Library Committee

Each university library has a library committee comprising representatives of the faculties and the university administration. The librarian advises the library committee on matters pertaining to the budget and policies for collection development and use. In brief, university librarians unify and correlate library programmes. The library committees' functions include:

TABLE 3

Number of Institute and Departmental Libraries
in Six Universities, 1984-85.

Name of University	Number of Institute Libraries	Number of Departmental Libraries
Dhaka University	6	36
Rajshahi University	1	29
Chittagong University	2	22
Jahangirnagar University	1	14
Bangladesh University of Engineering & Technology	2	15
Bangladesh Agricultural University	2	39
Total	14	155

- (1) assisting in formulating a library policy in relation to the development of library resources for study and research;
- (2) advising in allocation of book funds to the library and instructional units; and assisting in developing library programmes for all readers in the academic community.

The data collected for this study reveal that all the six universities had library committees but these had different set ups. Table 4 indicates the differences that exist in the committees of the six university libraries.

Table 4 shows that though the constitutions of the library committees are not similar the nature of the functions is more or less similar in the six university libraries. The library committees help to keep the librarians informed of the needs of the faculties and research workers, and at the same time assist the librarian of each university in interpreting the library policy to the whole academic community.

Among the six university libraries only Jahangirnagar University has a four-member Library Advisory Committee. The Library Advisory Committee consists of the Registrar, and three members of the rank of Professor from the Departments of Chemistry, Mathematics and English. None of the other five universities has such a committee.

It is desirable that a university library should have a Library Advisory Committee comprising representatives from the faculties within the university. In all universities, policy decisions are taken by a body of persons, either elected, nominated or a combination of both. In universities, these bodies are known as the Syndicate, the Senate, the Academic Council, the Board of Advance Studies, the Disciplinary Board, etc. The library committee is entrusted with many functions. The responsibility of framing policies and making recommendations relating to the effective management of a university library is entrusted to the Library Committee, which operates under the provisions of the statutes or ordinances. The size of the university library committee varies from university to university. (Table 4).

The study of the above data indicates that each university library has its own set-up. The size of the committee in each university varied greatly: the biggest is at Rajshahi University, consisting of thirty-six members, the smallest is at Bangladesh University of Engineering and Technology, with only six members. In Dhaka University which has the largest number of teachers (920), there are only 12 members. In Jahangirnagar University the number of the committee members is 18, while it is only 8 in Chittagong University and 18 in the Bangladesh Agricultural University Library. The Library Committees of Rajshahi University and Bangladesh University of Engineering and Technology

have respectively the largest and the smallest number of members in the committee. The Vice-Chancellor is the administrative head of a university and also acts as the Chairman of the Library Committee in the five universities. In Bangladesh University of Engineering and Technology one Dean acts as the Chairman of the library Committee.

As stated earlier the nature of the functions of the library committees is more or less similar in all the six universities. In all the Universities professors and the Deans are nominated to the library committees. Thus the committee membership consists largely of representatives of the University teaching community.

TABLE 4

Library Committee of the six Libraries at the Universities

Universities	Chairman of committee	Number of committee members
Dhaka University	Vice-Chancellor	12
Rajshahi University	Vice-Chancellor	36
Chittagong University	Vice-Chancellor	8
Jahangirnagar University	Vice-Chancellor	18
Bangladesh University of Engineering & Technology.	Dean	6
Bangladesh Agricultural University	Vice-Chancellor	18

The chairman of the library committee, either a Vice-Chancellor or a Dean, has to play a very important role in maintaining a harmonious relationship between the members of the library committee and the librarian. The Library Committees functions are "largely formal" in nature. The Library Committees' main duties includes allocation of book funds between different departments, selection of periodicals, planning reader services, library rules and hours of operation. The Library Committee can discuss anything within its purview, but all matters have to be referred to the Academic Council. The Academic Council discusses the matter, modifies it or sends it back to the library committee or approves it and forwards it to the Syndicate. The Syndicate has the power to approve, reject or send the matter back to the Library Committee with suggestions for reconsideration. According to Parry¹ (U.K) the role of the committee should be "somewhere between the advisory and an executive one depending in part on the personal quality of the librarian and in part also on the tradition of the university. Raghovendra² observes that "only men of integrity who can take unbiased views should be selected to be members of the Library Committee."²

1. United Kingdom. University Grants Committee Report. (London, H.M.S.O., 1967). P. 141-142.

2. Raghavendra Rao. "University and Research Libraries". Time. No.3-4, (1964). P.68

CHAPTER V

PRESENTATION AND DISCUSSION OF ANALYTICAL AND DESCRIPTIVE DATA

The purpose of this chapter is to present and analyse the data obtained through the library survey of the six universities as they relate to the Draft Standards for University Libraries of Bangladesh. The analysis is presented in seven sections to correspond with the Draft Standards:

- (a) Professional activities and Cooperation,
- (b) Resources, (c) Personnel, (d) Reader Service,
- (e) Technical Services, (f) Building, furniture and equipment,
- and (g) Finance and Budgeting. Comparisons were made where appropriate to discover the degree to which these six university libraries meet the requirements of the Draft Standards for the University Libraries in Bangladesh.

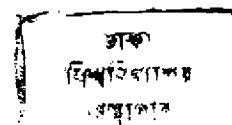
Professional Activities and Cooperation

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This section is concerned with the discussion and interpretation of the data related to patterns of professional activities and cooperation of the six university libraries.

The Draft University Library Standards, 1986, recommended some basic principles as follows:

The professional activities of the university librarians should be facilitated by formation of Bangladesh University Library Association, Council of University Libraries, and University Standards Association/Committee.



A Special Department of University Libraries should be formed in the Ministry of Education to look after the problems of University Libraries in Bangladesh. Standards for University Libraries should be laid down and periodically revised by the Bangladesh University Standards Association/Committee.

Professional associations are essential for consistent and frequent opportunities to exchange information and experience. The professional associations consist largely of learned librarians who discuss matters of mutual concern, and represent their views to outside bodies.

Professional activities and cooperation which are considered essential are in existence in Bangladesh only in name, and careful attention is needed to put them into practice. There is no association of the university and college librarians. The Library Association of Bangladesh is a general association comprising librarians of all categories. It also includes non-librarians as its members. The activities of the Library Association of Bangladesh are confined to an annual seminar, publication of the seminar proceedings and holding of certificate courses (undergraduate level teaching). As a result, university librarians have no common platform to discuss their problems, share their experiences or implement any cooperative venture. As stated before, the study of the six university libraries shows existence of no such professional association.

Due to the highly specialised nature of some of the research work done, the age and scarcity of some of the material required in the various disciplines, and the ever-increasing amount of information, largely in periodical form and from foreign countries demanded in the social sciences and sciences, no university library can contemplate attaining self-sufficiency.

Gelfand observed that "the largest libraries must engage in co-operative activities to augment their resources, for today it is impossible for any library to be absolutely comprehensive in all fields."¹

Considering the financial conditions of our universities, one cannot rule out the necessity of establishing cooperative activities in the areas of collection development, resource sharing, developing of union catalogues, preservation and conservation of library materials.

The four general universities teach many subjects which are common to all the universities. However, the investigator found that a lack of coordination between the various library units of the six university libraries resulted in duplication of titles.

1. M.A. Gelfand. University libraries for developing countries. (Paris : Unesco, 1968). P. 113-121.

The collection development of the university libraries could be improved by effective coordination and consolidation of the various library units within each of the universities and by inter-university cooperation .It is also observed that the four general universities and two technical universities spend money to buy books on similar subjects which also could be avoided. Similarly, scientific, technical and highly specialised journals which are very expensive could be purchased by one selected central library leaving the others to share them.

TABLE 5

Availability of Inter-Library Loan Service
in Six Universities, 1984-85

Universities	Students	Teachers
	No. inter-library loan service	Requested item on inter-library loan
Dhaka University	Nil	22
Rajshahi University	Nil	Nil
Chittagong University	Nil	Nil
Jahangirnagar University	Nil	Nil
Bangladesh University of Engineering & Technology	Nil	20
Bangladesh Agricultural University	Nil	Nil
Total	Nil	42
Mean Scores	Nil	7

Resources

The methods of instruction in the undergraduate curricula of Bangladeshi universities have changed little over the years. Handout-centered instruction and the lecture system have not given way to research-oriented teaching which utilizes library resources. However, in recent years, graduate work has become a major programme of many universities. This emphasis on post-graduate education has altered the position of the university libraries.

The purpose of this section is to present significant data about the library collections in the libraries of the six universities. The book collection levels recommended by the Draft Standards for University Libraries are as follows:

Every student should have one text book for each course of study for each academic session. In addition, atleast one supplementary text book per 5 students is recommended. An adequate number of reference books for each course is recommended.

Latest editions of all relevant reference materials should be added annually for updating the Reference Collection and providing current reference service.

Book Collections

The six libraries of our universities are suffering a process of starvation, and large additional sums will have to be spent upon them before they could be regarded as maintained on a

scale commensurate with their real needs. Books from incunabula to the latest research reports are the major resources in academic libraries. Since many universities of higher learning in Bangladesh were established in the 1960's and 1970's, the libraries at these universities have accumulated varying amounts of books in a short period of time.

The data relating to the total volumes of the book collections in the libraries of the six universities from 1982-85 are shown in Tables 6-8.

Table 6 shows that the total number of books in the libraries of the six universities totalled 9,13,193 volumes in 1982-83. Dhaka University had the highest record with 4,38,650 volumes. Rajshahi University ranked second with 1,74,132 volumes, Chittagong University third with 1,00,273 volumes, Bangladesh Agricultural University fourth with 95,213 volumes and Bangladesh University of Engineering and Technology fifth with 62,613 volumes.

The smallest collection was 42,312 volumes, belonging to Jahangirnagar University. The data reveals that the book collections in these six universities were not correlated with the enrollment. In 1982-83 Rajshahi University had an enrollment of 10,201 students, but its book collection was only 1,74,132 volumes (Table 6).

Students at Jahangirnagar University were more privileged in the extent of library resources. The number of volumes per student at Jahangirnagar University was 32.95, the highest record among the six universities (Table 6).

TABLE 6

Book collections : Total volumes in the Libraries
of the Six Universities, 1982-83.

Universities	Enrolment	Total volumes	Number of volumes per student
Dhaka University	16,394	4,38,650	26.75
Rajshahi University	10,201	1,74,132	17.07
Chittagong University	5,420	1,00,273	18.50
Jahangirnagar University	1,284	42,312	32.95
Bangladesh University of Engineering and Technology	3,034	62,613	20.63
Bangladesh Agricultural University	3,771	95,213	25.24
TOTAL:	40,104	9,13,193	141.14
Mean Scores	6684.0	1,52,198.83	23.52

TABLE 7

Book collections : Total volumes in the Libraries
of the Six Universities, 1983-84.

Universities	Enrolment	Total volumes	Number of volumes per student
Dhaka University	16,374	4,48,733	27.40
Rajshahi University	11,021	1,78,476	16.19
Chittagong University	5,844	1,05,240	18.00
Jahangirnagar University	1,376	43,635	31.71
Bangladesh University of Engineering and Technology	3,050	64,507	21.14
Bangladesh Agricultural University	3,344	97,736	29.22
TOTAL:	41,009	9,38,327	143.78
Mean Scores	6834.83	1,56,387.83	23

TABLE 8

Book collections : Total volumes in the Libraries
of the Six Universities, 1984-85.

Universities	Enrolment	Total volumes	Number of volumes per student
Dhaka University	16,894	4,58,739	27.15
Rajshahi University	11,926	1,84,379	15.46
Chittagong University	5,463	1,10,157	20.16
Jahangirnagar University	1,921	48,407	25.19
Bangladesh University of Engineering and Technology	3,237	66,839	20.64
Bangladesh Agricultural University	3,405	99,795	29.30
TOTAL:	42,846	9,68,316	137.90
Mean Scores	7,141.0	1,61,386.0	22.98

Rajshahi University ranked lowest, with 17.07 volumes per student. The mean score of the volumes per student represented by each university was 23.52 volumes. The number of volumes per student at three universities were below 23.52 volumes.

The data on book collections in 1983-84, as shown in Table 7, reveals that Dhaka University had the largest collection with 4,48,733 volumes, Rajshahi University was second with 1,78,476 volumes, Chittagong University third with 1,05,240 volumes, Bangladesh Agricultural University fourth with 97,736 volumes and Bangladesh University of engineering and Technology fifth with 64,507 volumes. The smallest collection continued to be that of Jahangirnagar University with 43,635 volumes.

Table 8 shows that the total number of volumes in the libraries of the six universities totalled 9,68,316 in 1984-85.

Dhaka University had the highest record of 4,58,739 volumes, Rajshahi University ranked second, with 1,84,379 volumes, Chittagong University ranked third with 1,10,157 volumes, Bangladesh Agricultural University ranked fourth with 99,795 volumes, Bangladesh University of Engineering and Technology ranked fifth with 66,839 volumes. The smallest collection was 48,407 volumes at the Jahangirnagar University.

The number of volumes added in 1983-84 and in 1984-85 is shown in Table 9. Dhaka University ranked first with 10,083 and 10,006, Rajshahi University second with 4,344 and 5,903 volumes, and Chittagong University, third with 4,967 and 4,917 volumes.

Table 10 shows the differences in book collections at the six universities. In 1984-85 no university met the Draft Standards for University Libraries.

TABLE 9

Book collections : Number of Volumes Added in the
Libraries of the Six Universities.

Universities	Number of Volumes Added	
	1983-84	1984-85
Dhaka University	10,083	10,006
Rajshahi University	4,344	5,903
Chittagong University	4,967	4,917
Jahangirnagar University	1,323	4,772
Bangladesh University of Engineering & Technology	1,894	2,332
Bangladesh Agricultural University	2,523	2,059
TOTAL:	25,134	29,989
Mean Scores	4,189.0	4,998.16

TABLE 10

Comparison of Book Collections between the Draft standards for University Libraries of Bangladesh and Book collections in the Libraries of the Six Universities, 1984-85.

Universities	Departments	Average Courses	Draft Standards Recommended Book Collection	Book Collection	Ratio %
Dhaka University	36	540	91,26,138	4,58,739	-0.050
Rajshahi University	29	435	51,90,195	1,84,379	-0.035
Chittagong University	22	330	18,03,882	1,10,157	-0.061
Jahangirnagar University	14	210	4,03,794	48,407	-0.119
Bangladesh University of Engineering & Technology	15	225	7,28,972	66,839	-0.091
Bangladesh Agricultural University	39	585	19,92,606	99,795	-0.050
TOTAL:	155	2,325	1,92,45,587	9,68,316	-
Mean Scores	25.8	387.5	32,07,597.8	1,61,386	-

It should be noted that Rajshahi University was furthest below the requirements of the standards, followed by Dhaka University and Bangladesh Agricultural University. Jahangirnagar University was the least below the requirements of the standards by 0.119%. Jahangirnagar University was followed by Bangladesh University of Engineering and Technology which lagged behind by 0.091% and Chittagong University 0.061%.

The importance of serial collections in universities reflects the expansion of graduate work and research programmes. Numerous research findings are published in serials, indicating that serial collections are essential library resources for advanced research.

The number of serial titles in the six universities as shown in Table 11 includes Bengali and English serial publications. Two-thirds of serial collections in these universities are in English. Besides periodicals in Bengali and English, certain periodicals in other foreign languages are found in these universities. These periodicals are included in the library holdings primarily as supplementary reading material in courses of foreign languages. A few seem to be included because of their factual content.

The collected data of serial collections reveal that Chittagong University ranked first with an average of 0.091 titles per student, followed by Jahangirnagar University with 0.078 per student, Bangladesh Agricultural University with 0.073 titles per student, Bangladesh University of Engineering and Technology with 0.063 per student. The data collection also reveals that Dhaka University ranked lowest with 0.023 titles per student, followed by Rajshahi University with 0.030 titles per student (Table 11).

TABLE 11

Serial Collections in the Libraries of the
Six Universities, 1984 - 85

Universities	Enrolment	Total titles of serials	Unit per student
Dhaka University	16,894	398	0.023
Rajshahi University	11,926	364	0.030
Chittagong University	5,463	500	0.091
Jahangirnagar University	1,921	150	0.078
Bangladesh University of Engineering & Technology	3,237	207	0.063
Bangladesh Agricultural University	3,405	250	0.073
TOTAL:	42,846	1,869	0.358
Mean Scores	7,141	311.5	0.059

However, the Draft Standards for University Libraries states that "Provision should be made for adequate subscriptions for each department, and national inter-lending of journal policy be formulated". Except Chittagong University which has 500 titles for a given year, all other Universities were below the requirements.

Audio-visual Materials

The Draft Standards for University Libraries recommended: "Special and A-V Materials Division with an adequate collection should be established, maintained and continually enriched for special types of readers and for special instructional needs".

In other words, a university library's collections should contain varied forms of sufficient audio-visual materials, such as films, filmstrips, discs, sound recordings, and video-tapes for support of instruction, research needs and public service programmes of the university.

The collected data reveals that the libraries of the six universities had varying amounts of audio-visual materials and equipment for serving their patrons. The audio-visual collections included slides, filmstrips, cassettes tapes, tapes, phonographs, maps, microfilms, and pictures.

Dhaka University has developed a compact audio-visual department in the library. While other libraries also possess audio-visual material, they have been unable to develop audio-visual units.

In summary in Table 10 comparing the book collections recommended by the Draft Standards for University Libraries, and the actual collections in the libraries of the six universities during 1984-85, reveals that the book collections in the six universities did not meet the standards. The data in Table 11, serial collections in the libraries of the six Universities, 1984-85, indicate that all the universities were below the requirements of the Draft Standards.

Personnel

A university library must promote educational and scholarly pursuits and it must have a superior staff to perform its functions. The major responsibilities of library personnel are to organize their library materials so that resources will be easily accessible to the readers of the whole academic community, and to serve patrons effectively in the use of library resources.

As a guide to serving patrons effectively, the Draft University Standards for University Libraries of Bangladesh recommend some basic principles for the library personnel to follow:

A minimum of five professional staff members should be appointed for each one thousand readers.

The ratio of professional and non-professional staff, not including the members of the lower sub-ordinate staff, (MLSS) should be 1:2.

Selection and appointment of professional library staff should be made on the basis of required qualifications, experience and potentiality.

The number of the library staff was more or less correlated to the size of student enrolment. The column 4 of Table 12 shows that Dhaka University had the largest library staff, numbering 198; it also had the largest student enrollment, totalling 16,894. Chittagong University had the second largest library staff 83, however, it had a relatively smaller enrollment of 5,463. The library staff at Bangladesh University of Engineering and Technology numbered only 6, serving 3,237 students.

Rajshahi University, Jahangirnagar University and Bangladesh Agricultural University had 10, 10 and 12 library staff members respectively.

The mean of library staff members among the six universities was 86.0. Five universities had library staff below the mean score.

The ratio of professional staff to students (Table 12) shows that at Jahangirnagar University 192.1 students were served by one professional librarian, while at Rajshahi University, Chittagong University, Dhaka University, Bangladesh University of Engineering and Technology and Bangladesh Agricultural University one professional librarian had to serve 1192.6; 607.0; 563.1; 539.5 and 283.7 students respectively. The ratio of professional staff to students may be taken to reflect the effectiveness of library services.

When the library staffs of six universities were broken down into professional staff and non-professional staff as shown in column (2) and (3) of Table 12, it was found in column (6) of Table 12 that the mean score of the ratio of professional to non-professional staff was 1 to 5.8.

TABLE 12

Library personnel at six universities, 1984-85

Universities	Library Staff		Total	Enroll- ment	Ratio of profes- sional staff to non- profes- sional staff	Ratio of profes- sional staff to students
	Profe- ssional	Non- profe- ssional				
1	2	3	4	5	6	7
Dhaka University	30	168	198	16,894	1:5.6	563.1
Rajshahi University	10	71	81	11,926	1:7.1	1,192.6
Chittagong University	9	74	83	5,463	1:8.2	607.0
Jahangirnagar University	10	23	33	1,921	1:2.3	192.1
Bangladesh University of Engineering & Technology	6	36	42	3,237	1:6	539.5
Bangladesh Agricultural University	12	67	79	3,405	1:5.6	283.7
TOTAL:	77	439	516	42,846	6:34.8	3,378.0
Mean Scores	12.83	73.16	86.0	7,141.0	1:5.8	563.0

The ratio of professional to non-professional staff recommended by the Draft Standards for University Libraries of Bangladesh is 1 to 2. Thus, the ratio of professional to non-professional staff in all the six universities was lower than that recommended.

Table 13 indicates the academic training of the library staff of the six universities. In six universities, 45.5% of the professional librarians held Diplomas in Library Science, 53.4% held Master's degrees in Library Science and 0.9 had Doctoral degrees. Unlike librarianship in the United States, where the first professional degree starts with the Master's degree in Library Science, the first professional degree in Bangladesh librarianship begins with a Diploma in Library Science. Dhaka University was the only university which had among their professional staff librarians with Doctoral degree in Library Science.

The survey data revealed that the chief librarians of the six libraries had an academic status equivalent to that of a professor. However, only the chief librarians of the six universities had an academic rank (Table 14). Of the other staff, 38 held Master's degrees in Library Science, and 37 held diplomas in Library Science, but none of them were given any academic rank.

In summary, examination of the data on library personnel at the six universities shows that these universities had on their staffs a variety of personnel as required by the Draft Standards for University Libraries of Bangladesh. However, none of the libraries of the six universities met the ratio of professional to non-professional staffs as recommended by the Draft Standards for University Libraries of Bangladesh.

TABLE 13

Academic Training of the Professional Library
Personnel of Six Universities

Universities	Total number of profes- sional staff	Ph. D (Lib.Sc.)	%	M.A. (Lib.Sc.)	%	Diploma (Lib.Sc.)	%
Dhaka University	30	2.0	5.6	12	40.0	16	53.3
Rajshahi University	10	-		6	60.0	4	40.0
Chittagong University	9	-		5	55.5	4	44.4
Jahangirnagar University	10	-		4	40.0	6	60.0
Bangladesh University of Engineering & Technology	6	-		4	66.6	2	33.9
Bangladesh Agricultural University	12	-		7	58.3	5	41.6
TOTAL:	77	2.0	5.6	38	320.4	37	273.2
Mean Scores	12.8	0.3	0.9	6.3	53.4	6.1	45.5

TABLE 14

Number of Librarians with Academic Rank in Six Universities

Universities	Total number of Professional Staff.	Number of Librarian Holding Academic Rank
Dhaka University	30	1
Rajshahi University	10	1
Chittagong University	9	1
Jahangirnagar University	10	1
Bangladesh University of Engineering & Technology	6	1
Bangladesh Agricultural University	12	1
TOTAL:	77	6
Mean Scores	12.83	1.0

Reader Services

Reader's services, which make library resources available to the readers, are the primary function of an academic library. The library resources may be extensive, but unless readers' services are well organized and purposeful, library materials are of little practical value. It should be understood that the present discussion of readers' services contains descriptive data as well as statistical data. The discussion in this section covers accessibility of library resources, library hours, reference service, interlibrary loan services, library instruction, and circulation service.

The basic principle of library services recommended by the Draft Standards for University Libraries is as follows:

Effective reader services should be made available through:

- (a) lending of text books to students;
- (b) provision of required instruction materials for faculty members;
- (c) provision of recommended and reference reading materials in the reading rooms;
- (d) assistance to readers in finding and making available reading materials from their own library or from other libraries on interlibrary loan according to specific needs of readers.

The services of a university library should promote and facilitate effective use of library resources by all of the library's clientele. A university library should prepare tools for maximum access to its collections. Facilities based on the needs of the users of the particular library an adequate catalogues, ample section tier and shelf guidings, and finally, library instruction are essential.

Library Services

The data that was collected from the survey method using questionnaires was analyzed and examined in terms of information needs of the faculty and students in the libraries of the six universities. The activities of the faculty members include teaching, counselling, research, instructional design, consulting and administration. Despite the diverse nature of the activities of the faculty members, teaching is considered their primary function.

The basic duty of the faculty members is teaching and preparing students at master's and doctoral levels to handle the various aspects of the profession. They taught students of the under-graduate levels as well.

The greatest demand for information relates to teaching, since teaching is considered the primary function of the faculty members.

In order to be effective in their teaching function, teachers must be provided the latest and up-to-date information in the areas of subjects and courses taught, current textbooks and support media, specific research studies to illustrate generalizations and theories, and so on. Access and availability of all kinds of information is an important concern for all faculty members, as is the means and methods of rapid access and retrieval of the needed information. The faculty response of the six universities under study on library services of each university is summarized in Table 15.

Similarly, the students who comprise the majority population in a university also need accurate and up-to-date source materials in the various fields. Needed information may be acquired from published sources such as text books, reference books, periodicals, journals, technical reports, university catalogues, indexing and abstracting services and so on. Faculty members as well as researchers have to have access to primary as well as secondary sources of information.

The data related to the library services in the libraries of the six universities is given in Table 15 and 16.

Tables 15 and 16 show that both faculty and students use the card catalogue extensively to locate information. Information was also obtained through personal contact with the library staff.

Availability of audio-visual materials has lowest number of response among the both the user categories.

However, indexes, abstracts, bibliographies, etc. were not used. Nor was the Inter-library loan service availed of. Both faculty and students responded poorly to the attitude and availability of staff.

TABLE 15

Need Satisfaction Analysis Among the User Groups in the Libraries of the Six Universities:
Faculty

Univer- sities	Students		Returns		Service Categories					
	Total	Sample	Total	% of samp- le	Ease of use to find information on needed materials	Ease of abstracts, bibliogra- phies to find infor- mation on needed materials	Inter libra- ary loan service	Personal assistance in finding informa- tion on needed materials	Availa bility of audio- visual mate- rials	Favour- able condi- tions such as attitude and availabi- lity of staff
D.U.	920	100	95	95%	85.0 (90%)	1(1%)	22%	85(90%)	1(2%)	1(2%)
R.U.	481	50	40	80%	32 (80%)	1(.01)	0%	32(80%)	0	1(1%)
C.U.	391	40	30	75%	21 (70%)	1(.01)	0%	24(80%)	0	1(0.1)
J.U.	156	15	12	80%	9 (80%)	1(1.01)	0%	10(90%)	0	1(1%)
BUET	305	30	27	90%	25 (95%)	1(1%)	20%	24(90%)	0	13(50%)
BAU	376	40	28	70%	16 (60%)	1(1%)	0%	2.2(80%)	0	1(.01)
	2,629	275	232		188	6	7	197	1	18

TABLE 16

Need Satisfaction Analysis Among the User Groups in the Libraries of the Six Universities:
Students

Universities	Students		Returns		Service Categories					
	Total	Sample	Total	% of sample	Ease of using indexes, abstracts, bibliographies to find information on needed materials	Ease of Card catalogue use to find information on needed materials	Inter-library loan service	Personal assistance in finding information on needed materials	Availability of audio-visual materials	Favourable conditions such as attitude and availability of staff
D.U.	16,894	1,700	1,360	80%	1,020 = 75%	13(1%)	0%	1,088 = 80%	0%	13.1%
R.U.	11,926	1,150	920	80%	644 = 70%	1(0.1%)	0%	736 = 80%	0%	1.01%
C.U.	5,463	600	450	75%	360 = 80%	1(.2%)	0%	270 = 60%	0%	1.01%
J.U.	1,921	200	158	78%	142 = 90%	1(1%)	0%	110 = 70%	0%	10.01%
BUET	3,237	350	266	76%	239 = 90%	5(2%)	0%	239 = 90%	0%	133.50%
BAU	3,405	850	245	70%		2(1%)	0%	171 = 70%	0%	1.1%
TOTAL:	42,846	4,350	3,399		2,405	188	0%	2,614	0%	174
Mean Scores	7,141.0	725.0	566.5	76.5	400	3.1	0%	435	0%	29

Accessibility of Library Resources

As far as students are concerned, the open stack policy is completely absent in five university libraries: Dhaka University, Rajshahi University, Chittagong University, Jahangirnagar University and Bangladesh Agricultural University. Only Bangladesh University of Engineering and Technology has an open stack policy. In the other five libraries, books are requisitioned from a catalogue, and students have to wait till the desired book is delivered at the counter. However, the teaching community and the research fellows have free access to the shelves. The open-access system is not encouraged in most of the libraries for fear of disarrangement and mutilation which this system often creates. The Dhaka University Library which permitted open access to books in 1934-1935, reverted to the closed access system because of heavy book losses. Apart from efficient control of stacks and correct replacement of books on the shelves, the closed-access system also ensures that the library is reasonably quiet so as to remain a possible place for study.

1. See Chapter 4, PP 81-82.

The Engineering University since its inception has been operating the open-access system for all readers--under-graduate, graduate, or teachers. It is operating successfully and readers can browse through the shelves. The survey data reveals that the students of the Bangladesh University of Engineering and Technology have fewer problems than do these of the other universities in finding their desired items. No difficulties arise from open access in this university as its collection is relatively small.

Library Hours

During the early years of these six universities, the libraries were open only a few hours a day. At present, the libraries remain open from 58 hours to 77 hours a week. The shortest library hours are in the Jahangirnagar University Library, consisting of 58 hours a week. The Bangladesh University of Engineering and Technology Library was open longest - 77 hours a week, followed by Dhaka University Library with 73 hours a week, Bangladesh Agricultural University Library with 72 hours a week, Rajshahi University Library with 70 hours a week, and Chittagong University Library with 60 hours a week. Customarily, the central library in all the universities remains open longer than its departmental libraries.

Reference Service

The fundamental function of reference service is to assist readers in becoming acquainted with the scope and nature of the library resources and to guide readers in the most effective methods of using library resources and facilities.

The Draft Standards for University Library recommends:
"Special attempts should be made to improve the quality of reference service by employing Reference Librarian/Reference Adviser¹ for this purpose".

A University library should provide reference and information services, including preparation of bibliography and instruction in the use of the library. All six universities provide some degree of reference services for their clientele. However, the survey reveals that most students are unaware that those services are available.

The patrons who avail themselves of reference services are, for the most part, graduate students. The number of reference librarians is relatively small compared to those of technical processing units. The survey also reveals that almost all of the reference librarians in the six universities merely help patrons to find the materials which have already been identified by the patrons. At most of the libraries, reference librarians hold diplomas in Library Science. The low level of qualification of reference librarians at these universities has undoubtedly restricted reference services to merely the finding of materials for patrons. Unless adequate training and higher qualifications for reference librarians are fixed, reference service will not be

1. Draft Standards : No.4

available to familiarize patrons with all the facets of bibliographical and reference resources of the library. Various reference services should be introduced in the libraries, and library patrons should be well informed about the services that are available in the library. In such cases, professional librarians should be assigned to the reference department and should have the responsibility for providing efficient service. From time to time, proper training programmes and workshops should be organized for the reference staff of the library.

Inter-library Loan Service

The survey discovered that borrowing and lending library materials by one library to another for the use of clientele has not been widely practiced by the six universities (Table 4). Although the graduate and research programmes have been expanded recently in these universities, the interlibrary loan service has not increased rapidly since there is no National Union Catalogue or University Union Catalogue through which the combined resources of these universities could be accessible to the students and faculty of all universities. At present, on the initiative of the University Grants Commission, university librarians are in the planning stage for the preparation of a union list of books and serials in the six universities. This

publication will be of great value to the universities in making important and expensive books and periodicals accessible to the patrons of all universities. In addition, the libraries at these six universities did not have budgets to cover inter-library loan service. The patrons who made a request for inter-library loan materials were required to pay for Xerox copies and postage costs. The survey discovered that inter-library loan service was unknown to the students and only in very limited cases to the faculty members and operated only in Dhaka University and Bangladesh University of Engineering and Technology Library. As a result, the number of inter-library loan transactions was very small. (Table 4).

Library Instruction

Most undergraduate and graduate students in the six universities reported their inability to use library resources effectively. In order to familiarize students with the use of library resources, some instruction was given to the incoming freshmen at these universities; however, the form and extent of this instruction varied greatly.

The survey revealed that only Dhaka University offered a course in Library Science. No other university had taken any initiative to introduce Library Science Course.

The collected data revealed that all six universities had instruction sheets and instruction boards to guide library users. At the Dhaka University Library the first printed library guide¹ in its history of sixty-four years (1921-1985) was written by the investigator, for free distribution among the freshmen of the 1984-85 session. The other five universities do not have any printed library guides or handbooks. The Dhaka University Library Guide contained basic information about the library regulations, information relating to the brief history of the library, use of the catalogue, as well as explanation about the classification system used by the library.

Circulation Service

The circulation system at the six universities is unsophisticated, consisting of a single book card, which is placed in the book during the book preparation process, and a date due slip affixed in the book. When a patron wishes to borrow a book, he signs the book card, and the date due is noted down on the card by the circulation desk attendant. The loan period of library materials for students is the same in all six libraries but the amount of fine for defaulters varies slightly (Table 17).

1. Afifa Rahman. Dhaka University Library Guide. Ibid.

Faculty members in each university enjoy maximum benefits. At Dhaka University, for example, a student is entitled to check out one volume only for two weeks, while a faculty member can check out ten volumes for four weeks. At Rajshahi University, each student is entitled to check out two volumes, for two weeks while a faculty member can borrow 12 volumes for four weeks. At Chittagong University each student is entitled to borrow one book for two weeks, while a faculty member can borrow 15 volumes for one semester. At Jahangirnagar University, each student is entitled to check out three volumes, for two weeks while a teacher can borrow 15 volumes for four weeks. At Bangladesh Agricultural University each student can borrow two books for four weeks, while a teacher can borrow 15 volumes for a semester. Bangladesh University of Engineering and Technology students are the most privileged of student borrowers, each student being entitled to check out six volumes for four weeks. Bangladesh University of Engineering and Technology teachers can borrow seventeen volumes for a semester (TABLE 18).

Besides, Bangladesh University of Engineering and Technology has a unique system of Book Rental which provides all the students with useful text books for one academic year, with students paying only a token amount as service charges. This system is only possible at this university because of the fixed number of students enrolment in a year, and because text books are re-used year after year.

TABLE - 17

Loan Period and Fine for Overdue Materials of
the Libraries at the Six Universities, 1984-85: Students

Universities	Number of books borrowed from library	Loan Period	Fine for over-due book per day per book.
Dhaka University	1	14 days	0.50 paisa for 1st & 2nd week, Tk.1 & 5 at 3rd & 4th week respectively.
Rajshahi University	2	14 days	Tk.50 paisa per book per week.
Chittagong University	1	14 days	Tk.0.25 paisa per week per book
Jahangirnagar University	3	14 days	Tk.0.10 paisa per week per book
Bangladesh University of Engineering & Technology	6	14 days	Tk.0.20 paisa per week per book.
Bangladesh Agricultural University	2	14 days	Tk.0.25 paisa per week per book.

U.S. \$ 1 = Tk.33.05

TABLE - 18

Loan Period and Fine for Overdue Materials of
the Libraries at the Six Universities, 1984-85: Faculty

Universities	Number of Books borrowed from Library	Loan period	Fine for over-due book per day per book.
Dhaka University	10	four weeks	0.50 paisa for 1st & 2nd week, Tk. 1/- and Tk.5/- at 3rd and 4th week respec- tively.
Rajshahi University	12	four weeks	Nil
Chittagong University	15	One Semester	Nil
Jahangirnagar University	15	four weeks	Nil
Bangladesh University of Engineering & Technology	17	One Semester	Nil
Bangladesh Agricultural University	15	One Semester	Nil

U.S. \$ 1 = Tk.33.05

All six universities provide photocopying service. A patron who wishes to have photocopies makes a request at the circulation desk, and pays the charges. It takes one day to a week depending upon the nature and volume of work. All six university libraries publish news about their libraries. Current acquisition lists appear in cyclostyled form and are distributed mainly to the faculty members and the libraries of other universities.

There is no major variance in the level of readers' services offered by the libraries of these six universities.

Technical Services

The major function of technical service is to organize library materials systematically. If problems exist in technical services, many problems related to readers' services will occur as a consequence. Readers' services and technical services are two inter-related major library functions.

This section presents and discusses data related to acquisitions, cataloguing and classification, and weeding.

Acquisition

The acquisition of library materials is of primary importance to any type of library, especially an academic library. The scope of an acquisition programme stems from the

acquisition policy of the library of which it is a part. The general principles of an acquisition policy exist in each university library programme; however, none of the six universities, has a written collection development policy.

The sources of materials in the six university libraries were two: purchase and gift. Gifts were presented mainly by foreign governments and foundations. The Asia Foundation, the British Council, the United Nations Development Programme(UNDP), the United Nations are the main donor foundations. Among the countries were India, United States of America, Germany, United Kingdom, France, Japan, Netherlands, Australia, Canada etc. However there were no written policies regarding gifts at any of the libraries. Exchange of materials is also another source of acquisition of library materials. In Bangladesh acquisition by exchange is a very nominal source, and not all the libraries have an exchange programme.

In all the six universities, faculty members have the responsibilities of book selection. The library committee of each university assists the library in dividing the book budgets among the instructional units every year.

This method of book selection takes advantage of the specialised knowledge of the faculty. It also reflects, to some degree, their individual needs and interests. However,

allocation of book funds may, and sometimes does, lead to a rush at the end of the year to use up the allotment. The resulting decisions are more hasty than sound. Sometimes it so happens that all allocations have been spent well before the end of the fiscal year, and the library is unable to take advantage of new publications which appear after their funds were exhausted. Understandably, since book selection is not their primary duty, faculty members do not give it first priority when they are heavily burdened with teaching responsibilities. Besides, all other formalities associated with library procurement policy is a lengthy and time-consuming process. The result is that outdated books are often procured. Library resources have therefore grown unevenly year after year. Time lag in book ordering and procuring materials sometimes takes half of the fiscal year, and the remaining half is taken up in getting the book ready for shelf and circulation, one way to solve the problem of book procurement is to have a cooperative acquisition programme. The Draft Standards for University Libraries recommends such a programme.

Attempts should be made to establish common standards for cooperative acquisition and centralized cataloguing and classification to facilitate future cooperative activities through automation.

While a plan for cooperative acquisition among the university libraries is yet to take any shape, work has already been started towards sharing each others' resources through cooperation among the six libraries. As the prices of publications have increased tremendously, it is very difficult for each individual academic library in Bangladesh to acquire every piece of library material needed by its patrons. The strongest alternative to the problem is the institution of cooperative plans and inter-lending facilities among university libraries.

Cataloguing and Classification Systems

In order to serve readers effectively, the library must systematically organize the materials that have been assembled. The services of a university library should promote and facilitate effective use of library resources by all of the library's clientele. A university library should prepare tools for maximum access to its collections.

Table 19 shows the classification and cataloguing systems used by the six university libraries. At present all the six libraries are using the Dewey Decimal System to classify books. Only two librarians use the Anglo-American Cataloguing Rules (AACR) to catalogue their books, while four universities use American Library Association Cataloguing Rules.

There is no shared cataloguing among the libraries in these six universities. The catalogue cards are locally made and typewritten. The responsibility of the librarians in these six universities is limited to the classifying and cataloguing of books. Book selection is left almost entirely to the faculty. The task of bringing about a contact between the publications and the students is left largely to the faculty of the universities and to the least experienced members of the library staff.

TABLE - 19

Classification and Cataloguing Systems
used in Six Universities : 1984-85

UNIVERSITIES	Classification Systems	Cataloguing Systems Others	
	Dewey Decimal Classification. (DDC)	Anglo American Cataloguing Rules (AACR)	American Library Association Cataloguing Rules (ALA)
Dhaka University	X	X	
Rajshahi University	X		X
Chittagong University	X		X
Jahangirnagar University	X		X
Bangladesh University of Engineering & Technology	X	X	
Bangladesh Agricultural University	X		X

An attempt to make bibliographic records available to all academic libraries through cooperative measures in Bangladesh has recently been discussed on the initiative of the Bangladesh University Grants Commission. The work is in progress, but still very much in the formative stage. Shared cataloguing frees professional librarians from clerical tasks and enables them to assist patrons more professionally. At present, none of the six libraries uses electronic data processing in their operations. However Bangladesh University of Engineering and Technology is taking steps to computerize its library services. Some progress in this regard has been made and it is expected that by the end of 1988, the library will have its own computer system. The Draft Standards for University Libraries recommends

Decision regarding computer applications to library services should be made by the University and national authorities after giving due consideration to capital investments, recurring costs, availability of spare parts, availability of trained personnel, etc.

All the six universities maintain departmental libraries and have centralized technical processing, by which the materials of the departmental libraries are classified and catalogued by the Central library. At present none of the departmental libraries at the six universities has union catalogues. As such each of the departmental libraries is developing independently.

Weeding Programme

Professional librarians not only have the responsibilities of collecting and preserving books and other library materials, but they also have the obligation of making the library contents available as easily and quickly as possible. This process involves the weeding programme which discards inadequate and obsolete materials.

As the size of library holdings in the libraries of the six Universities has not grown rapidly, minimum attention has been given to the weeding programme. Many books in these six libraries were found by the investigator to be worn out or no longer useful. Out-dated books, specially text books and technical materials, were found in these libraries and were counted in the statistics on library collections. Discarding books either because of poor physical conditions, obsolescence or inappropriateness comes as a shock to Bangladeshi librarians. As such most of the libraries at all levels have developed collections much of which can no longer be used. In the first ever survey of public libraries in Bangladesh, Mr. Stephen Parker noted the necessity of discarding books. He recommended that

"Provision be made ... for an improvement in the condition of existing public library collections in both urban and rural areas by discarding obsolete and worn-out books at the rate of five percent of the existing collection per year, and their replacement by new titles or new copies at the same rate".¹

1. Stephen Parker, Ibid P.20

In a paper recently written, the Jahangirnagar University Librarian, Mr. A.F. Fazlul Majid, laments that in the libraries of the Bangladeshi Universities there exists no system of weeding. As a result, out-dated and obsolete books out-number the total collection in some of the libraries of Bangladesh.¹ The process of weeding is important because outdated duplicate and unused materials not only add to the cost of maintenance but also prevent acquisition of new books. Books should be discarded when their contents are out-of-date or obsolete. They should be replaced by new edition or can be substituted by similar upto date topics of quality production. Weeding may be done after every three to five years, or when any library feels the need of it depending upon the above factor. The librarian of the Dhaka University, Dr. M.F. Khan observed in a seminar article about his own library:

The collection of Dhaka University Library has grown terribly old, volumes torn, damaged, mutilated and rotten; some of the official total collection lost, organization obsolete, bibliographic description outdated and the modern concept of service almost unknown.²

Hence "a rationale acquisition policy should be accompanied by a rational weeding policy".³ Non-existence of the weeding

1. A.F. Fazlul Majid. "Librarians and Library Profession in Bangladesh - University Libraries. The Eastern Librarian. XI (1985): P. 51-62.

2. M.F. Khan. Modernization of Library Service and its Education. Read at the annual conference of Library Association of Bangladesh. Jan 28, 1987. Unpublished manuscript.

3. M.F. Khan, Ibid.

system in the six university libraries has resulted in a number of unused volumes occupying precious library shelf spaces. As a result, much of the effectiveness of the services of the libraries has been retarded. It is observed by the investigator that the huge number of books at the six university libraries are either in poor physical condition or are obsolete or inappropriate.

Various approaches have been developed by library administrators to meet the problems of continuing growth. They include such concepts as back storage facilities, the categorization of library materials according to the needs of the users, decentralization of the library, computerization and mechanization, cooperation and specialization.

Building, Furniture and Equipment

The primary purpose of the establishment of an academic library in an institution of higher learning is to support the institution's instructional and research programmes. It is obvious that the quality of library services which is affected by library facilities will influence the quality of educational goals of an institution.

Some basic principles of academic library buildings outlined in the Draft Standards for University Libraries of Bangladesh areas follows:

University library buildings should be functional and spacious, having adequate provision for future expansion both horizontal and vertical.

There is a general belief that a university library's buildings should be of sufficient size to house its collections, and provide sufficient space for their use by clientele. Adequacy of facilities should be determined by the number of users, the nature of resources, and the services of the library. One basic principle of the academic library building is for the librarian to define the functions of the library, and to describe the services that it should provide. A university library should have separate buildings.

The library buildings in the six universities are relatively new. The Dhaka University library buildings - main library and science library - were built in 1964 and 1982 respectively. The Jahangirnagar University Library was also built in 1982. Two university library buildings, Bangladesh University of Engineering and Technology and Chittagong University, were built in the 1970 and 1973 respectively. The libraries of Rajshahi University and Bangladesh Agricultural University were built in 1963 and 1969 respectively. In this comparison the oldest buildings were the libraries of Dhaka University main library and Rajshahi University library. Dhaka University and Rajshahi University have the maximum number of students taking courses in Arts, Sciences, Social Sciences, Commerce and Law, all of which require extensive reading and research work. The survey revealed that many of the students in these universities were dissatisfied at the paucity of seats in the library reading rooms.

Library facilities

Although there is no generally agreed upon standard for judging the adequacy of library buildings, various standards and requirements have evolved from experience. Keys D. Metcalf in his work on Planning Academic and Research Library Buildings points out:

Since an increase in space for collections and reader accommodations is most inevitable, a building must be so placed and planned that it can be readily enlarged.¹

Table 20 shows pertinent data concerning library facilities of the six universities as of 1984-85. The library facilities at Dhaka University with 102,000 square feet, had the most space, followed by Rajshahi University with 54,000 square feet. Bangladesh Agricultural University Library with 44,000 square feet stood third and Jahangirnagar University ranked fourth with 30,000 square feet. Two other university libraries, those of Bangladesh University of Engineering and Technology and Chittagong University had 19,775 square feet and 17,640 square feet respectively.

Table 21 shows that libraries of all the universities were below the requirements of the total student population.

1. K.D. Metcalf. Planning Academic and Research Library Buildings (New York, McGraw, 1965). P. 62

TABLE 20

Library Facilities of the Libraries
at the Six Universities, 1984-85

Universities	Square feet assigned to library facilities				
	Total Area	Stock Area	Seating Area	Staff and work area	Other Area
Dhaka University	1,02,000	38,700	34,300	20,800	8,200
Rajshahi University	54,000	16,300	27,700	7,300	2,700
Chittagong University	17,640	5,400	7,500	3,700	1,040
Jahangirnagar University	30,000	6,000	14,000	6,470	3,530
Bangladesh University of Engineering & Technology	19,775	5,000	9,000	4,000	1,775
Bangladesh Agricultural University	44,000	14,400	20,000	6,000	3,600
TOTAL;	267,415	85,800	112,500	48,270	20,845
Mean Scores	44,569.16	14,300	18,750.00	8,045.00	3,474.16

An analysis of the data on library facilities and the comparison of the number of available library seats in the libraries of the six universities reveals that none of the universities meet the requirements of the users. Among the six universities only the Bangladesh Agricultural University Library is fully air-conditioned. A fully air-conditioned library building is essential not only for books and manuscripts, but also for the comfort of readers and staff efficiency. The Draft Standards for University Libraries recommends:

University library buildings should be either air-conditioned or designed for good ventilation.

The data on Library facilities reveals that only one library could meet the above requirement. Five university libraries did not meet the requirements set by the Standards of University Libraries of Bangladesh.

TABLE 21

Comparison of the number of Library Seats
in the Six Universities, 1984-85

Universities	Enrolment	Number of Seats
Dhaka University	16,894	2,000
Rajshahi University	11,926	1,200
Chittagong University	5,463	500
Jahangirnagar University	1,921	500
Bangladesh University of Engineering & Technology	3,237	1,200
Bangladesh Agricultural University	3,405	2,050
TOTAL;	42,846	7,450
Mean Scores	7,141	1,241.66

Finance and Budgeting

The purpose of financial allocations for the library is to enable it to carry out its agreed role in meeting the aims set for it. Adequate finance is essential for a high level of service from a university library. Almost all grants to universities from the Government are made on the recommendation of the Bangladesh University Grants Commission(UGC).Section 5 of the Presidential Order No.10 of 1973 regarding the establishment of the Bangladesh University Grants Commission has entrusted the responsibility of "assessing the financial need of the universities" to the University Grants Commission. "The University Grants Commission has played a very significant and unique role in the development of university libraries in the country" The fund allocation to the Grants Commission is made by the Ministry of Finance on the basis of the demand and data placed by the Commission.The fund made available to the Commission is allocated among the universities on the basis of the assessed needs. The Grants Commission's grant to the Universities is the principle source of finance of the universities and comprises more than 90% of their total expenditure.

An examination of the library income of the six universities reveals that appropriation income is the main source, and it appears to be fairly consistent. In ranging degrees, the six

institutions also receive additional income from other sources, such as gifts and donations, fees and miscellaneous sources, including fines, charges for photocopying reproductions, and charges for lending services. In most cases, gifts and donations are relatively infrequent, and constitute only a small part of the library income.

A standard of judgment generally applied to the adequacy of finance of a university library is the relation of library operating expenditure to the total educational and general expenditures of the university. Every nation has its own standard depending upon its economic condition and upon how much it needs to spend on university education.

In Bangladesh there is no such standard. The Draft Standards for University Libraries recommends the percentage of the library expenditure as follows:

A minimum of 12 percent of the total budget of the university should be allocated to the university library...
A minimum of 60 percent of the total budget of the university library should be spent on the purchase and maintenance of library materials. The remaining 40 percent should be spent on staff salaries and allowances.

The library expenditures of the six universities during 1982-83 indicate that the three universities did not meet the maximum requirement.

TABLE 22

Library Operating Expenditures of the
Libraries at the Six Universities, 1982-83

Universities	Library operating expenditures (Tk.in lakhs)	University Operating expenditure (Tk.in lakhs)	Library Expenditure as Percentage of University Expenditure.
Dhaka University	93.32	1,293.14	7.2 %
Rajshahi University	27.92	687.35	4.0 %
Chittagong University	19.84	597.55	3.3 %
Jahangirnagar University	6.77	229.69	2.9 %
Bangladesh University of Engineering & Technology	16.32	443.30	3.68%
Bangladesh Agricultural University	15.91	735.41	2.16%
TOTAL;	180.08	3,986.44	23.24%
Mean Scores	30.0	664.0	3.87%
US. \$ 1 = 33.05 Taka			

TABLE 23

Library Operating Expenditures of the
Libraries at the Six Universities, 1983-84

Universities	Library operating expenditures (Tk.in lakhs)	University Operating expenditure (Tk.in lakhs)	Library Expenditure as Percentage of University Expenditure.
Dhaka University	96.08	1,422.60	6.74%
Rajshahi University	31.37	759.72	4.1 %
Chittagong University	23.24	665.37	3.4 %
Jahangirnagar University	12.33	317.92	3.8 %
Bangladesh University of Engineering & Technology	16.85	558.00	3.0 %
Bangladesh Agricultural University	23.99	799.00	3.0 %
TOTAL;	203.86	4,522.61	24.04
Mean Scores	33.97	753.76	4.0 %

US. \$ 1 = 33.05 Taka

TABLE 24

Library Operating Expenditures of the
Libraries at the Six Universities, 1984-85

Universities	Library operating expenditures (Tk.in lakhs)	University Operating expenditure (Tk.in lakhs)	Library Expenditure as Percentage of University Expenditure.
Dhaka University	108.95	1,683.50	6.47 %
Rajshahi University	35.21	975.32	3.6 %
Chittagong University	26.61	808.41	3.29 %
Jahangirnagar University	11.42	332.71	3.4 %
Bangladesh University of Engineering & Technology	24.96	595.00	4.1 %
Bangladesh Agricultural University	27.41	850.00	3.2 %
TOTAL;	234.56	5,244.94	24.06
Mean Scores	39.0	874.15	4.0%

U.S. \$ 1 = 33.05 Taka

Tables 22, 23 and 24 show that the library operating expenditures were below the minimum of twelve percent of the university operating expenditures recommended by the Draft Standards for University Libraries of Bangladesh.

The mean percentage of the library expenditures compared to the total universities expenditures in 1982-83 was 3.87 per cent, in 1983-84, 4.0 per cent and in 1984-85, 4.0 per cent. In two universities, library operating expenditures were higher than the mean percentages, i.e. at Dhaka University and Rajshahi University in 1982-83 and 1983-84. The library operating expenditures were higher in Dhaka University and Bangladesh University of Engineering and Technology in 1984-85. The Bangladesh Agricultural University ranked the lowest, with 2.16, 3.0 and 3.2 per cent respectively. Dhaka University ranked the highest with 7.2, 6.74 and 6.47 per cent.

In addition, the size of enrolment did not correlate with the degree of library financial support at these six universities. For instance, the survey data reveals that in 1984-85, Dhaka University had the largest enrolment of 16,894 students and its library operating budget were 108.95 lakhs, the enrolments at Rajshahi University was 11,926 and its library budget was 35.21 lakhs (Table 24).

The Chief Librarians complained to the investigator of this survey about the lack of funds for developing the library collections. They felt that financial inadequacy seriously handicapped the growth of strong library resources and facilities. These librarians told the investigator that although there were some increases in the library budgets each year, those increases did not take into account the raising costs of publications.

The problem of inadequate financial support is true for the libraries of all six universities, and is the major cause of many of their weaknesses. Library resources, in most cases, have not developed according to the university's needs as recommended by the Draft Standards for University Libraries of Bangladesh. As a result, important services have been neglected, and other aspects of good library services have suffered. Generally funds are

allocated to each department for the purchase of books. A comparatively expensive book in a certain field may be purchased because of the urgent demand of the department, resulting in an increase in book funds of the particular department. This fund is adjusted from other departmental funds, minimizing their requirements. This method of adjusting allocation of funds results in an unbalanced procurement policy. Besides, a department is deprived of its due share resulting in poor subject representation.

Only increased financial support will enable these university libraries to overcome deficiencies in library resources, to meet the needs of present and new educational programmes, and to cope with inflationary costs of materials.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

An analysis of the existing conditions and programmes of library services in the six universities reveals that in most cases there are differences in library operations and services. The major findings of the investigation are summarized in the following paragraphs.

The section on Administrative Organization of the six university libraries reveals that there were differences in the development of the libraries at the six universities. The dates of organization of the libraries of the six universities range from 1921 to 1970. The library of one university was established before the institution received university status (i.e. The Bangladesh University of Engineering and Technology). One university library was established two years after the establishment of the university (i.e. Rajshahi University) (Table 1).

The survey data also reveals that there are no differences in the objectives of the libraries which derive from the educational objectives of these six universities.

An analysis of data on library expenditures as related to the universities' total educational and general expenditures at the six universities reveals major differences in terms of budgetary support.

The major findings of the investigation are summarized as follows:

Hypothesis 1, that there were differences in the organizational structure and administrative operations of the six university librarians, was accepted.

The data indicated that there were differences in the organizational structure and administrative operations among the six university libraries.

Hypothesis 2, related specifically to the services of the libraries. It stated that there was no significant difference among the different user groups of the six university libraries in the perception of satisfaction deficiencies with regard to the specified services of the libraries. The results of the survey are summarized in Tables 15 and 16. It is apparent that as far as the perception of satisfaction deficiency in service is concerned there is no significant difference among the different user groups, with respect to all the six services

specified in Tables 15 & 16. Hypothesis 2 is, therefore, validated. This is an interesting finding because it would have been natural to expect a difference. At least the faculty members enjoy open access to the shelves and they belong to the most mature, experienced and research oriented user group while the students of five universities are denied open access and their library experience and research orientation are comparatively limited. Besides, although the Bangladesh University of Engineering and Technology library offers facilities of open-access system for the students, overall findings reveal no such change in user satisfaction.

Hypothesis 3, concerned the need satisfying capability of the libraries. The data given in tables 15 and 16 test the hypothesis that the different user groups seem to be homogeneous with respect to their abilities to satisfy their needs in the libraries. A corollary of this statement is that the need satisfying capability of the libraries tends to be significantly the same for both the two main user groups. Hence it can be concluded that, in general, both in the manner of their perceptions of the services and in their abilities to achieve need satisfaction the users tend to behave largely as homogenous groups.

Hypothesis 4, that there were no differences in the effectiveness of library services in serving instructional programmes at these universities, could not be confirmed. In analyzing the data on library collections, the mean scores of the data revealed that there were major differences. The differences in book collections and in serial collections led to the rejection of the hypothesis concerning the effectiveness of library services which contribute to educational programmes at the six universities.

Hypothesis 5, that there were no differences in the readers' services offered by the libraries of these universities, was accepted. The data on loan periods and the descriptive data on various aspects of readers' services, such as reference services, library instruction, and photocopying service, indicate that there were no major differences in the readers' services in the libraries at the six universities. However, the data revealed that library hours varied in some degree.

Hypothesis 6, that there were no differences in the current practices of technical services employed by the libraries of the six universities, was partially rejected. There are some differences in the current practices of technical

services in these six university libraries. However, although the same system of classification is used in all the six university libraries, the system of cataloguing is different. Thus the libraries are similar in having no system of weeding of material.

Through comparison of the existing library conditions and operations with the Draft Standards for University Libraries, 1986 the statistical and descriptive data revealed that in most cases the libraries in the six universities did not meet the requirements of the standards. The findings of the investigations are summarized under the headings that follow.

Professional activities and cooperation

The Draft Standards for University Libraries of Bangladesh put much emphasis on professional activities and cooperation among the professionals. But the findings reveal that there exists no such cooperation among the six university libraries. The six libraries are virtually isolated from each other in their functioning, and no mechanisms exist to operate inter-library lending. Neither there is an association of University Librarians to work for their common cause. This gives us a clear indication that none of the six libraries of the universities meet the requirements of the Draft Standards for University Libraries.

Resources

The differences in book collections of the six universities in 1984-85 are shown through a comparison with book collections recommended by the Draft Standards for University Libraries. None of the six universities met the Draft Standards. However, the data on serial collections reveals that the libraries of five universities failed to meet the recommendations of the Standards. In other words one university did meet the requirements.

Personnel

The data on library personnel, including the ratio of professional staff to non-professional staff, reveals that the number of professional staff of six universities is below the requirements of the standards. The data in addition, on the members of the professional staff who held academic rank reveals that only 6 out of the total 77 professional staff, or 1.0% held academic rank. The personnel of six university libraries did not meet the requirements of the Draft Standards for University Libraries.

Readers' Service

The survey revealed that, while all six universities libraries provide some instruction in the use of the library resources, their reference services are in general inadequate. The data also revealed that, except for one library no university provides for printed library guides for its clientele.

Technical Services

The data on cataloguing and classification systems revealed that all six university libraries prepare catalogues using standard classification systems to facilitate maximum access to library resources as recommended by the Draft Standards for University Libraries.

Facilities

The data revealed that the library seating of none of the universities meet the seating standards as recommended by the Draft Standards for University Libraries.

Financing and Budgeting

Comparison of the library expenditures to the total university expenditures of each university in the three selected years, 1982-1983, 1983-84 and 1984-85 revealed that the library operating expenditures of two universities were above the mean scores. However, the library operating expenditures as a percentage of the total educational expenditures were below the requirements of the Draft Standards for University Libraries in all six universities. This indicates that none of the six universities met the requirements of the standards.

In view of the findings of this investigation, one may conclude that, because higher education in Bangladesh began only relatively recently, and within this century, libraries are in an early stage of development. Four of the six universities were established in the 1960's and 1970's. During the early days, the major problem which affected the development of university libraries in Bangladesh was the lack of professional librarians. There were no trained librarians in the country until 1951. The library collections used for support of the curricula at these universities were meagre and unsuitable. The organization of books in the university libraries in the early days was haphazard. Some attempts were made to put books together by subjects and alphabetical sequence.

Although many university libraries were organized with the establishment of the new universities in the 1960's and 1970's, the libraries were not adequately supported nor did they grow rapidly. Many universities did not, during the initial period, have a clear plan for library services. The faculties within the university set up and maintained departmental libraries over which the central library had no administrative control.

RECOMMENDATIONS

In the comparative analysis of the data on library conditions and operations of the six universities in Bangladesh, lack of cooperation among each other, deficiencies in financial

support, personnel, collections, and physical facilities have been noted. Cooperative activities should be taken up, and these deficiencies need to be remedied. Recently developed library practices which were being in use in other developed as well as under developed countries need to be implemented at the libraries of the six universities in Bangladesh. As a result of this investigation, the following recommendations appear to be pertinent.

Regarding cooperation. Six university libraries of Bangladesh should cooperate with each other, because it is a necessity. Each university library has a wide range of material, principally to meet the needs of teaching and research, nevertheless, the stock is not adequate, for teaching and research are increasing both in amount and in range.

Regarding library collections. Library resources should be built upon curricula and research programmes in the universities. New courses, especially at the under graduate and graduate levels, should be introduced into the universities only after proper library resources have been provided.

Serious attention should be given to the storage of infrequently used materials through the acquisition of microfilm materials. Since the collections in the Bangladeshi university libraries are relatively small, acquisition of infrequently used materials in microform will enable these libraries to speed building up the collections to meet the needs of students and faculty.

The subject content and curriculum areas of the library collections at each individual university library should be evaluated (using standardized procedures and tools) in terms of the goals and objectives of the university with regard to curriculum and research needs. The results of the evaluations could then be used to identify appropriate collection building strategies.

Regarding personnel. The number of professional librarians in the universities should be increased in order to correlate with the size of enrolments and be in better relation to the size of non-professional staff as required by the Draft Standards for University Libraries. A sufficient number of professional librarians will increase the degree of effectiveness of library services in these universities.

Regarding library facilities. New library buildings should be built or facilities should be expanded in the Dhaka University, Rajshahi University, Chittagong University, Jahangirnagar University, Bangladesh University of Engineering and Technology and Bangladesh Agricultural University, now, (1988) as these are below seating and space standards, and every university library should plan space utilization in anticipation of future needs. Funding for this purpose should be sought by the librarians of these universities both from the government itself as well as from philanthropic and educational foundations.

Appropriate library furnishings and equipment, ranging from comfortable seating to audio-visual machines and electronic data processing equipment, should be provided as needed to ensure the effectiveness of library services.

Regarding financial support. The libraries in the universities should be allocated at least 12 percent of the total university operating expenditures as recommended by Draft Standards for University Libraries. However, these universities should not rely solely on appropriations. Attempts should be made to elicit the interest of alumni, the general public, and foreign foundations in supporting the programmes of these university libraries to enable them to fulfill their obligations and responsibilities.

A large portion of book funds should be placed under the management of the librarian. Professional librarians are in a position to supervise a well-balanced and comprehensive growth of library resources and to provide coverage of gaps in library collections.

A post of Chief Administrative Officer should be created in all six university libraries. This officer will co-ordinate the functions of the university library and act as a liaison between the faculty and the students as well as between the library and other bodies.

The library administrators would remedy the above noted deficiencies and work for the improvement of university library services and resources.

Regarding further evaluation of the general library services in the six universities: the Bangladesh University Grants Commission or some other appropriate central body should conduct systematic surveys of the six university libraries regularly and periodically to identify and evaluate the range and quality of library services at these libraries and to upgrade and perfect the university library standards. The libraries at the six universities should, in addition, regularly initiate and complete self-studies of their operations and services in order to identify weaknesses, build upon strengths, and further the planning process.

The recommendations listed above can be achieved only through the strong support from the government, the University Grants Commission and with the availability of funds, adequate staff, and a capable chief librarian of the library.

A P P E N D I X

A

RECOMMENDATIONS OF THE BRITISH COUNCIL SEMINARS ON UNIVERSITY LIBRARY ADMINISTRATION IN BANGLADESH SUBMITTED TO THE HONOURABLE MINISTER OF EDUCATION, GOVERNMENT OF THE PEOPLES REPUBLIC OF BANGLADESH, & THE CHAIRMAN, UNIVERSITY GRANTS COMMISSION

The University Librarians and the Library Educationists of Bangladesh participating in the seminar on "University Library Administration" held under the auspices of the British Council, Dhaka, March 18-20, 1986 strongly feel that there should be a set of standards adopted by the University Libraries of Bangladesh in respect of :

1. Professional Activities and Cooperation.
2. Resources
3. Personnel
4. Reader Services
5. Technical Services
6. Building, furniture and equipment
7. Finance and Budgeting

and they put forward the following recommendations:

1. Professional activities and cooperation:
 - 1.1. That the policy, standards and development of libraries in Bangladesh should be formulated by a National Advisory Committee on libraries, comprising professionals, senior teachers and academics and official representatives of Ministries concerned with libraries and information resources, and the UGC.
 - 1.2. That the Division of Cultural Affairs, Ministry of Education, should provide the Secretariat of the National Advisory Committee.
 - 1.3. That a special Section of University Libraries should be formed in the Ministry of Education responsible for advising a National Advisory Committee on all matters concerning university libraries.
 - 1.4. That the National Advisory Committee should take responsibility for all aspects of librarianship/information science development, in respect of school, college public and research libraries as well as university, in recognition of the inter-active nature of library services in Bangladesh.

- 1.5. The professional activities of university librarians should be facilitated by formation of the Bangladesh University Library Association.
 - 1.6. The National Advisory Committee, should advise on appropriate development in library/information science training.
2. Resources:
- 2.1. Textbooks: The Textbook is a basic instructional material used by students and teachers. Every student should have one textbook for each course of study for each academic session. In addition, at least one supplementary textbook per 5 students is recommended.
 - 2.2. Subject Reference Books: An adequate number of reference books for each course is recommended.
 - 2.3. General Reference Books: Latest editions of all relevant reference materials including current bibliographics, indexing and abstracting services, etc., should be added annually for updating the Reference Collection and providing current reference service.
 - 2.4. Periodicals: Provision should be made for adequate subscriptions for each department, and national inter-lending of journals policy be formulated.
 - 2.5. Special and Audio-Visual Materials: Special and A-V Materials Division with an adequate collection should be established, maintained and continually enriched for special types of readers and for special instructional needs.
3. Personnel:
- 3.1. A minimum of five professional staff members should be appointed for each one thousand readers.
 - 3.2. The ratio of professional and non-professional staff, not including the members of the lower subordinate staff (MLSS) should be 1.2.
 - 3.3. The pay-scales, status and qualification requirements should be comparable with those of the faculty members.
 - 3.4. Provision should be made for higher education and training of professional library staff and teachers of library science both at home and abroad. Since most of the University library personnel do not have foreign training the University Grants Commission and the Ministry of Education should be urged to take immediate necessary step in this regard.

- 3.5. In-service training should be arranged as a part of the staff development programme.
 - 3.6. Professional study tours should be arranged for senior managerial staff members.
 - 3.7. Job description should be maintained for all professional and non-professional staff members.
 - 3.8. Selection and appointment of professional library staff should be made on the basis of required qualifications, experience and potentiality.
 - 3.9. There should be adequate scope for promotion of staff members on the basis of ability, professional qualifications, resourcefulness and experience.
4. Reader Services:
- 4.1. Effective reader services should be made available thorough:
 - a. lending of textbooks to students
 - b. provision of required instructional materials for faculty members.
 - c. provision of recommended and reference reading materials in the reading rooms.
 - d. assistance to readers in finding and making available reading materials from their own library or from other libraries on interlibrary loan according to specific needs of readers.
 - 4.2. Regular orientation programme should be organized and adequate guides should be provided for effective use of the library.
 - 4.3. Special attempts should be made to improve the quality of reference service by employing Reference Librarian/ Reference Adviser for this purpose.
 - 4.4. Since textbooks are generally beyond the purchasing capacity of students and not easily available in this country, Rental Library/ Book Bank be instituted in all the universities of Bangladesh.
 - 4.5. Union catalogues of book and periodical holdings of the University Libraries of Bangladesh should be compiled as early as possible.

- 4.6. Centralized facilities (such as, databank) for collection and dissemination of scientific information and research findings should be provided.
 - 4.7. University libraries should participate in international exchange programmes to fill up gaps in library collections economically.
5. Technical Services:
- 5.1. Attempts should be made to establish common standards for cooperative acquisition and centralized cataloguing and classification to facilitate future cooperative activities through automation.
 - 5.2. A liberal policy should be adopted for allocating adequate funds including foreign exchange to the universities.
 - 5.3. Import restrictions should be waived in case of import of reading materials and library equipment by the universities.
 - 5.4. Books, periodicals and instructional materials should be exempted from customs duties and all sorts of taxes.
 - 5.5. Postal authorities should be urged to make a special arrangement in the foreign Post Office for safe receipt of books, journals and other reading materials for the universities and other research institutions.
 - 5.6. To get a uniform exchange rate fixed by the booksellers a Good Offices Committee should be established consisting of university librarians and the representatives of the Booksellers' and Publishers' Association, the University Grants Commission, the Library Association of Bangladesh, the Ministry of Education, the Ministry of Commerce, the Ministry of Finance, the office of the Chief Controller of Imports and Exports and the Customs Department.
 - 5.7. Decision regarding computer applications to library services should be made by the University and national authorities after giving due consideration to capital investments, recurring costs, availability of spare parts, availability of trained personnel, etc.

6. Building, Furniture and Equipment.

- 6.1. University library buildings should be functional and spacious, having adequate provision for future expansion, both horizontal and vertical.
- 6.2. The preliminary sketch of various departments and units and their included activities showing functional relationship of areas prepared by the Librarian must be the precondition for architectural design and structure.
- 6.3. University library buildings should be either air-conditioned or designed for good natural ventilation.
- 6.4. Adequate precautionary measures must be taken for conservation and protection of library materials applying necessary mechanical devices.
- 6.5. Good lighting arrangement, soothing colour and pleasant interior and exterior decoration should be provided to create an inviting and congenial atmosphere for the readers.
- 6.6. The furniture should conform to modern aesthetic taste and be convenient for use.
- 6.7. Modern equipment including electronic ones required for facilitating library services should either be manufactured in the country or be allowed to be imported.

7. Finance and Budgeting:

- 7.1. A minimum of 12 percent of the total budget of the university should be allocated to the university library.
- 7.2. A minimum of 60 percent of the total budget of the university library should be spent on the purchase and maintenance of library materials.
- 7.3. The remaining 40 percent should be spent on staff salaries and allowances.

A P P E N D I X B

QUESTIONNAIRE

(Librarians and professional staff)

Name _____

Title _____

Name of Library _____

Address _____

I. Organizational structure and library status

1. The status of your library is equivalent to _____
(for example, a department, a faculty, a division)
2. The library Administrative Officer of your library reports to _____
(a) Duties and responsibilities of the Library Administrative Officer _____
3. Do departments within a faculty in your university maintain departmental libraries? Yes _____ No _____
4. Departmental libraries are : Centralized _____
decentralized _____ or coordinated decentralized
library system _____
5. Does your library have a library committee?
Yes _____ No _____
6. What are the duties and responsibilities of the library committee?

7. Library committee:
 - a) number of members _____
 - b) rank and status of the members _____
 - c) chairman of the committee: rank & status _____
 - d) librarian's role in the committee _____

II. Personnel

8. Librarian : appointment of the librarian _____

a) Qualification of the Librarian :

- (i) Academic _____
- (ii) Professional Ph.D., M.A.LL.B.Science. Dip.
Foreign Degree - Foreign Dip.Training _____
_____ (duration) _____

b) Functions of the Librarian _____

c) Rank and status of the librarian : _____
d) Professor _____ Associate Prof. _____
Assistant Prof. _____ or other _____

9. Librarian in your library required to teach. Yes _____
No. _____ Comment _____

10. Library Administrative Officer: rank and status _____
qualification _____

11. Library staff: Total staff _____ Number of
Professionals _____ Non-Professionals _____

- a) Professionals: Academic qualifications _____
- b) Professional qualification _____ (Certificate/
Diploma/M.A.)
- c) Foreign training _____, Degrees or Diploma
or Certificate _____
- d) Non-Professionals: Academic Qualification _____
- e) Any training in librarianship etc. _____
- f) Comment _____

III. Technical Services

12. Acquisition

- a) Written collection development plan (Book selection
policy) Yes _____ No _____ Comment _____
- b) A statement of the library objectives
comment _____
- c) Acquisition of library materials of Departmental
libraries is handled by the main library.
Yes _____ No _____ Comment _____

15. Library Operating Expenditures

<u>Year</u>	<u>Total</u>
1982-1983	
1983-1984	
1984-1985	

16. University Operating Funds

<u>Year</u>	<u>Total</u>
1982-1983	
1983-1984	
1984-1985	

V. Reader's Services

17. Accessibility of library resources

a) Open stack _____
 b) Closed stack _____
 Library hours _____
 Weekdays _____
 Thursday _____
 Friday _____
 Vacation period _____
 Holidays _____

18. Circulation Service

a) Loan period

General books _____
 Reserved books _____
 Reference books _____
 Periodicals _____
 A-V materials _____

b) Fine for overdue books

General books _____
 Reserved books _____

c) Photocopying service Yes _____ No _____

d) Does your library publish news or bulletins?
 Yes _____ No _____

e) Does your library issue current acquisition lists?
 Yes _____ No _____

f) Does your library issue a periodicals list?
 Yes _____ No _____

g) Charging system followed:
 Browne charging method. Yes _____ No _____
 Neark charging system. Yes _____ No _____
 If other please mention _____

19. Type of reference service. Centralized _____

20. Decentralized _____ Comment _____

21. Interlibrary loan service? Yes _____ No _____

22. Library instruction

a) Formal library instruction Yes _____ No _____

b) Library Science program Yes _____ No _____

VI. Library facilities

23. Date of library building _____

24. A separate building Yes _____ No _____

25. Square feet assigned to library facilities

26. Total stack area Seating Staff Area Other

27. Number of seating _____

Space per
 Book volume _____
 Seating _____
 Staff working space _____

VII. Library Collections

28. Number of Printed Materials

<u>Year</u>	<u>Total</u>	<u>No. of volumes added</u>	<u>No. of Serial titles</u>
1982-1983			
1983-1984			
1984-1985			

29. Number of Non-printed Materials

<u>Year</u>	<u>Total</u>	<u>No. of Microform</u>	<u>No. of slides</u>	<u>No. of Films</u>	<u>No. of <u>Tapes</u></u>
1982-1983					
1983-1984					
1984-1985					

QUESTIONNAIRE

(Faculty and Students)

Please do NOT put your name on this form.

Answer briefly. Tick 'boxes' where APPROPRIATE.

1. Faculty member Department
- Student Department

2. Did you use any libraries before coming to university? Yes/No

3. Do you use : the Main Library Yes/No
Departmental Libraries? Yes/No

4. How much do you use the Main Library for borrowing? : a good deal
: a moderate amount
: never or very rarely

5. Do you use the library for:

(a) consultation of reference of other library material?
(b) writing up lecture notes
(c) research work
(d) teaching work
(e) general interest
(f) recreational/reading
or other reasons

6. Do you find the general layout of the library and of the books on shelves:
- easy to follow?
- difficult or inconvenient?
- (For example, do you have difficulty in finding your way to books on a subject?)
7. Do you use the catalogues for finding a book:
- as a first resort?
- do you find them difficult to use? Yes/No
- do you think the information on the cards:
- unnecessarily detailed?
- inadequate?
- clearly and helpfully arranged
8. Could you outline briefly any difficulties you have in using the catalogues?
-
-
9. Have you ever wanted to find out what materials the Library has on a definite topic new to you? Yes/No
- if you have tried, how did you set about it? (mark as many categories as are applicable).
- (a) by searching the shelves?
- (b) by using catalogue?
- (c) by using bibliographies, indexes, or abstracts?
- (d) by asking the library staff?
10. By which, if any, of these methods did you have success? (cancel those not applicable)
(a) (b) (c) (d)

11. Do you think that the library staff were:
always ready to help when you want them?
helpful but not easy to get hold of?
not very helpful?
not be able to help?
12. Do you think you are making full use of
the library as you might?
did you find it useful? very/fairly/not very
13. Do you ever find audio-visual materials in connection
with your studies term paper
lecture notes research paper Others
14. Do you ever find that a book
you want has been taken out? often/sometimes/rarely
15. Do you ever find that a book you want
is not in the catalogue? often/sometimes/rarely
16. Did you take any books out on
inter-library loan system? Yes/No
17. Are there any features or aspects of the
Library which you think specially
satisfactory?

A P P E N D I X C

Interview Check-List

Research aims:

The general objective of the interviews was the provision of information about the librarians and they tried to answer the following specific questions:

- (a) What training they received before joining upto university library?
- (b) How they evaluate such/training?
- (c) What previous experience they have had before joining the university library?
- (d) What is the level of their library education and general education before joining to library profession?
- (e) When do they start working in the library?
- (f) How helpful do they find the other library staff members?
- (g) What are the libraries used for?
- (h) What difficulties are encountered by them?
- (i) To what extent do undergraduates/graduates and Faculty members use the library?
- (j) What is the extent of book, buying and how they are acquired?
- (k) What are the general attitudes of the library users (all level) towards the university library in general?

Note : Several of these questions implied subsidiary ones.

Dhaka University
Department of Library Science
Dhaka - 2

1.1.1986

Dear Colleague:

I am presently collecting data for a study concerning libraries of the Universities in Bangladesh. This study is being pursued not only to fulfill one of the requirements of a doctoral programme in library science at the Dhaka University but also as an effort to explore common concerns of university libraries and to seek answers to questions about overall university functioning.

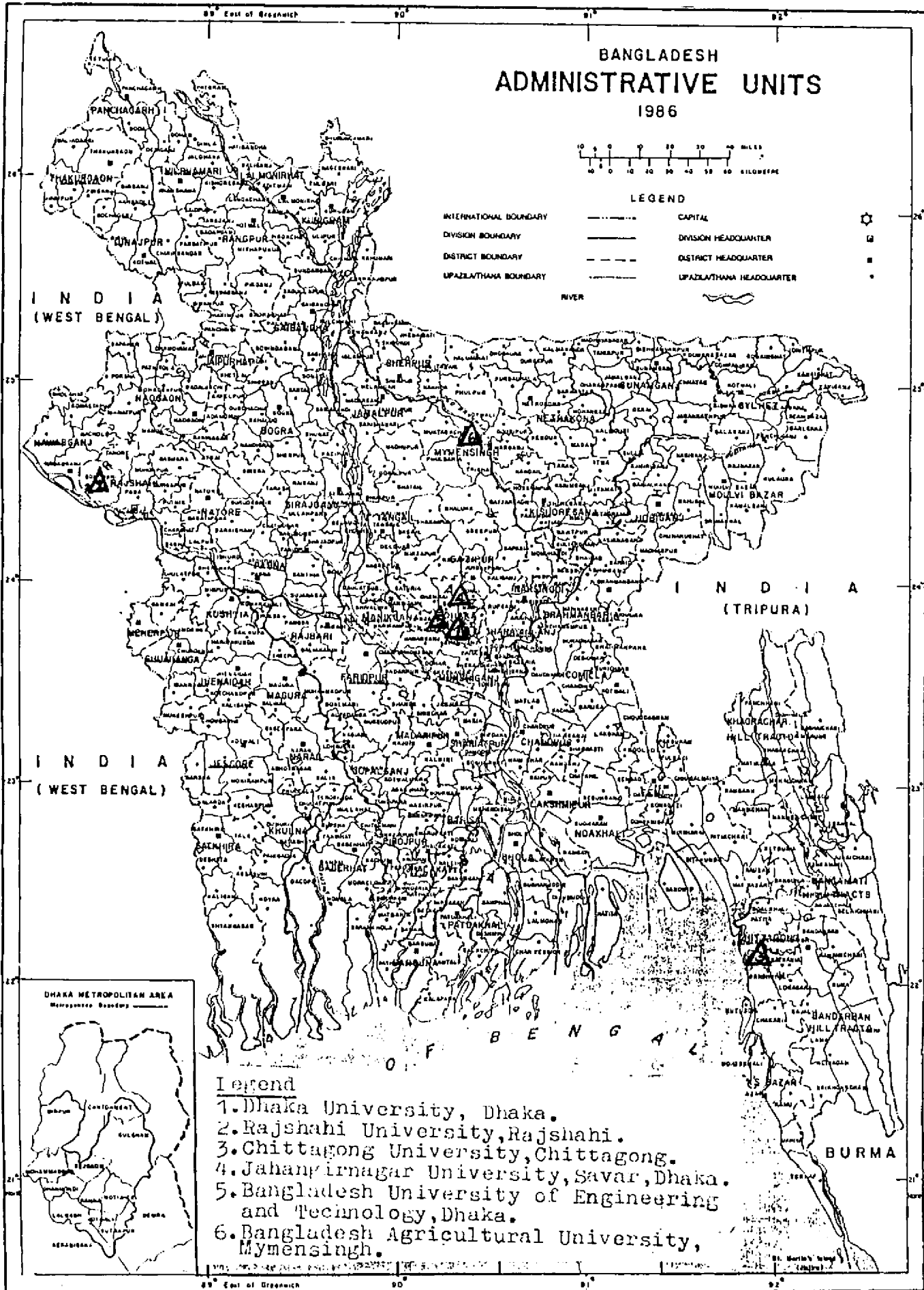
I do hope you will take the time to respond. The value and reliability of the findings of the study will depend on the information furnished by all who are asked to participate. Since your assistance is crucial, it is earnestly solicited. I am hopeful that in your own professional commitment to preserve the intellectual vitality of information and to encourage research, you will be able to extend full support to this study. I urge you to participate.

Sincerely,

(Afifa Rahman)

A P P E N D I X D

Map of Bangladesh.



B I B L I O G R A P H Y

B I B L I O G R A P H Y

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