THE ROLE OF UNIVERSITY LIBRARIES IN HUMAN RESOURCES DEVELOPMENT OF BANGLADESH: A STUDY

DOCTOR OF PHILOSOPHY

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To
My Parents
My husband Ashish Das and son Abhijeet Das-
Source of all my inspiration

THE ROLE OF UNIVERSITY LIBRARIES IN HUMAN RESOURCES DEVELOPMENT OF BANGLADESH: A STUDY

The Role of University Libraries in Human Resources Development of Bangladesh: A Study

Thesis Submitted to the University of Dhaka
for the award of the Degree of
Doctor of Philosophy

By

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<u>DECLARATION CERTIFICATE</u>

I do hereby declare that the thesis entitled, "**The Role of University Libraries in Human Resources Development of Bangladesh: A Study**" submitted to the Department of Information Science and Library Management, University of Dhaka, Bangladesh for the degree of Doctor of Philosophy in Information Science and Library Management, is an original work of mine. No part of it, in any form, has been submitted to any university or institute for any degree or diploma.

Jayanti Rani Basak

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Dhaka

October 2016   Jayanti Rani Basak

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LIST OF ABBREVIATIONS AND ACRONYMS

AACR2	-	Anglo American Cataloging Rules
ACM	-	Association for Computing Machinery
ACRL	-	Association of College and Research Libraries
ACU	-	Association of Commonwealth Universities
AGORA	-	Access to Global Online Research in Agriculture
AGRIS	-	Agricultural Information System
AIF	-	Academic Innovation Fund
APA	-	American Psychological Association
ARPANET	-	Advanced Research Projects Agency Network
ATI	-	Administrative Training Institute
AUWSF	-	Asian University for Women Support Foundation
B.A	-	Bachelor of Arts
B.Ag	-	Bachelor of Science in Agriculture
BAS	-	Bangladesh Academy of Sciences
BAU	-	Bangladesh Agricultural University
BAUL	-	Bangladesh Agricultural University Library
B.B.A	-	Bachelor of Business administration
B.E.	-	Bachelor of Engineering
BIPC	-	Bangladesh INASP-PERI Consortium
BOG	-	Board of Governors
BRACL	-	Bangladesh Rehabilitation Centre Library
BRACU	-	BRAC University
B.S.C.	-	Balanced Score Card
BSMMU	-	Bangabandhu Sheikh Mujib Medical University
BSMMUL	-	Bangabandhu Sheikh Mujib Medical University Library

B.S.S.	-	Bachelor of Social Sciences
BUET	-	Bangladesh University of Engineering and Technology
BUETL	-	Bangladesh University of Engineering and Technology Library
BULIBNET	-	Bangladesh University Library Network
CAS	-	Current Awareness Service
CD-ROM	-	Compact Disk- Read Only Memory
CICT	-	Center of Information and Communication Technology
CIO	-	Chief Information Officer
COMSTECH	-	Committee on Scientific and Technological Cooperation
CORC	-	Cooperative Online Resources Catalog
CUDOS	-	Commonwealth Universities Database Online Services
DDC	-	Dewey Decimal Classification
DEC	-	Department of Environmental Studies
DLC	-	Digital Library Consortium
DOAJ	-	Directory of Online Access Journals
DU	-	Dhaka University
DUL	-	Dhaka University Library
DVD	-	Digital Versatile Disk
EDI	-	Electronic Data Interchange
EMBA	-	Executive Masters in Business Administration
EPUP	-	Estimated Potential Users Population
ESTCDT	-	Education, Science, Technology and Cultural Development Trust
EWU	-	East West University
EWUL	-	East West University Library
FAO	-	Food and Agricultural Organization
FCPS	-	Fellowship of the College of Physicians and Surgeons
FID	-	Federation International de Documentation
GCE	-	General and Continuing Education

HE	-	Higher Education
HEI	-	Higher Education Institution
HEQEP	-	Higher Education Quality Enhancement Project
HINARI	-	Health Inter Network Access to Research Initiative
HRD	-	Human Resource Development
HSC	-	Higher Secondary Certificate
ICT	-	Information and Communication Technology
IEEE	-	Institute of Electrical and Electronics Engineers
IDESS	-	Institute of Development Environment and Strategic Studies
IF	-	Innovation Fund
IFLA	-	International Federation of Library Association
IL	-	Information Literacy
IP	-	Internet Protocol
IPGMR	-	Institute of Postgraduate Medicine and Research
IRRI	-	International Rice Research Institute
IT	-	Information Technology
IUB	-	Independent University of Bangladesh
IUBL	-	Independent University of Bangladesh Library
JSTOR	-	Journal Storage
LAN	-	Local Area Network
LITA	-	Library and Information Technology Association
LMS	-	Library Management System
LPS	-	Library Publishing Services
LRC	-	Leaning Resource Centre
M.A.	-	Master of Arts
M.Ag.	-	Master of Agriculture
M.Phil	-	Master of Philosophy
M.S.S.	-	Master of Social Sciences

MBA	-	Master of Business administration
MBBS	-	Bachelor of Medicine and Bachelor of Surgery
NHRD	-	National Human Resource Development
NIH	-	National Institutes of Health
NSU	-	North South University
NSUL	-	North South University Library
OA	-	Open Access
OARE	-	Online Access to Research in the Environment
OIC	-	Ohio International Consortium
OPAC	-	Online Public Access Catalogue
PFED	-	Progoti Foundation for Education and Development
P.O.	-	President's Order
PhD	-	Doctor of Philosophy
PUA	-	Private University Act
R&D	-	Research and Development
REN	-	Research and Education Network
RFID	-	Radio Frequency Identification
RU	-	Rajshahi University
RUL	-	Rajshahi University Library
SDC	-	Software Development Centre
SDI	-	Selective Dissemination of Information
SDNP	-	Sustainable Development Networking Programme
SMS	-	Short Message Service
SPSS	-	Statistical Package for the Social Sciences
SSC	-	Secondary School Certificate
SUB	-	State University of Bangladesh
SUBL	-	State University of Bangladesh Library
TCP	-	Transmission Control Protocol
UGC	-	University Grants Commission
UGCBAIF	-	University Grants Commission of Bangladesh Academic

UNAI	-	United Nations Academic Impact
UNAL	-	UNESCO Network of Associated Libraries
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Educational Scientific and Cultural Organizations
UNICEF	-	United Nations International Children's Emergency Fund
UNGC	-	United Nations Global Compact
UNIX	-	Universal Network Information Exchange
UUCP	-	UNIX-to-UNIX Copy Protocol
WHO	-	World Health Organization
WWW	-	World Wide Web

Chapter I

Introduction

In recent year society has been changing rapidly with the starting of a new digital era and rapid development of information technologies and digital communications. It is time for libraries to work together with library scholars and professionals in order to fulfill the role and functions of 21st century information centers to meet the challenges of this fast moving world. We believe that the libraries should act as a dynamic institution for the knowledge and information society. In a developing country, it is the major challenge of today's society to make everybody information literate (Sett, 2003). Information illiteracy is the major hindrance of human resource development. Library is such an institution from where every person can get answer of his all queries. Manpower becomes human resources when these people are competent to be regarded as the strength of a nation and are fitted against opportunity (Sarkhel, 2003).

After achieving independence in 1971, Bangladesh has made tremendous progress in agriculture, science, healthcare, literacy and education. After over four decades of independence, we still have various categories people; some of them have the best of education, training, exposure and experiences. Others with average educational opportunities and comparatively have less work experiences. There is another class of people who are engaged in many activities for their day-to-day survival, which takes up all their attention. It has been observed that, the less fortunate people also have ability to learn and develop skills. People of Bangladesh posses great learning capability and competitive spirit. There is a need to channelize their spirit constructively and productively (Ali, 2006). We should aim for proper channelization and utilization of our huge human resource base, which is one of the greatest core competencies of the nation. Due to lack of educational opportunities, a large segment of human resources are unable to properly utilize the available opportunities for employment and to improve their standard of living (Singh, 2003).

Human mind is a generator of ideas. In a developing country, information is an essential ingredient of the socio-economic fabric of any country. The development of documentation and information services in a country is very much in consonance with

her national development activities. In fact, the tempo of these services is a factor of the intensity of the country's research and development endeavours. A natural consequence of the tremendous national research efforts and activities in different disciplines of knowledge was the demand for active library, documentation and information services in different levels (Kumar & Tejomurty, 2003).

Users visit library to meet their diversified information requirements. The users of the 21st century have a wide ranging needs and demands to the libraries. They usually visit libraries with the following information requirements: Source: (Singh, 2003)

Figure 1: Users needs and demands

Information and knowledge

Awareness about duties and rights

Sense of belonging to the nation

Child and health care

Nutrition

Sanitation

Family welfare

Population control

Environment protection

Ecological conservation

Energy savings

Employment

Woman Empowerment

Economic development

Improvement in quality of life

Skills development

Personality development

Ethics and value systems

Preservation of cultural heritage

In the age of information explosion, the learning activities demand a person to be information literate. Information literacy is an understanding and set of abilities enabling individuals to recognize when information is needed and have the capacity to

locate, evaluate and use effectively the needed information. As suggested by Sett (2003), an information literate person is able to

- recognize a need for information
- determine the extent of information needed
- access the needed information efficiently
- evaluate the information and its source
- incorporate selected information into their knowledge base
- use information effectively to accomplish a purpose
- understand economic, legal, social and cultural issues in the use of information
- access and use information ethically and legally.
- classify, store, manipulate and redraft information collected or generated
- recognize information literacy as a prerequisite for lifelong learning.

Day by day individuals are faced with diverse, abundant information choices in their studies, workplace and their day-to-day lives. Increasingly information is available through various media. The uncertain quality and expanding quantity of information pose large challenges. The availability of information and technology will not itself create more informed human resource for any country. Complementary understanding and capacity to use information effectively is very much needed (Sett, 2003). In order to face various challenges, Bangladesh has to improve the qualities of human resources. Like other developing countries, Bangladesh can develop its human resources by improving its 1) Education 2) Health care and 3) Economic activities. So it is needed to know the contribution of all the government, non-government and academic organization in these fields (Mostafa, 2005). In the limited scope of this study, an attempt has been made to identify only the contributions of academic institutions like universities and their libraries.

Education institutions are our prime centers for human resource development. Developing lifelong learners should be the mission of any educational institution Information literacy extends learning beyond formal classroom settings and supports individuals in self directed learning in all arenas of life. So, development of information literacy is most important in a higher education center like university. As a formal education system, in a university a student needs recent information for the

determination of their career as if the proper person is found at the proper place. A teacher needs the latest information to impart useful demonstration to his students in order to get them equipped with worthy academic career (Sett, 2003). In the current study, an attempt has been made to propose an admissible modernization plan for developing a satisfactory university library based educational structure in Bangladesh.

Rationale of the study

Human resource development is the most important input for promoting economic growth and development of Bangladesh. It should be done through guidance, counseling, training, performance appraisal, organizational development, career development and exploring personal potentialities. University libraries occupy a unique place, as they function as institutions transmitting knowledge to the progeny and research centres performing research activities and develop new ideas keeping in view the social problems and needs. So, there is a need to find out the strength and weakness of university libraries with regard to information services. Information technology has developed rapidly and has had a huge positive impact on access to information and on information seeking behavior. To inform the latest information to the right user at the right time the library performance has to be prompt. The library's quality is a major factor in determining the education that a university can provide and the quality of the faculty it can remit.

It is observed that there is no optimum utilization of libraries in Bangladeshi universities. It can be attributed to several reasons, library environment, unawareness of the information sources, insufficient finances etc. Library sources, services, and operations have been influenced by the rapid technological innovations over the years. The way information is disseminated, captured, collected, stored and transferred has provided a new impetus in library functions and operations. The vision and mission of the university library has to be communicated well and widely to the university's constituencies like faculties, departments, students and staff. It is the responsibility of the library director and his or her library management team to ensure that faculty and departments accept and support the university library's mission and goals. Through communication and the marketing of the university library's mission and goals in various university committees extra funding and support can easily be mobilized to

support library programmes and projects. The library director's role is then to strategically locate the library in the broader university and external environments by ensuring adequate financial and human resources support to run efficient services.

The present study aims to do that by exploring how the user can get information and knowledge using poor infrastructure of the existing university libraries. Today's users of the library expect the library to be easy to navigate, helpful at every turn, up to date with technology, have information at the ready and have resources on hand that meet their needs. But libraries are extending their facilities very slowly due to inadequate financial support and technologist. It is necessary to discuss what should be done the library authority for user development in this modern information explosion and technical supported era. An attempt has been made in the present research to identify the key role of the university in building the citizens, having the nature of free thinking, self realization and sharing the responsibility for the uplift of the society. Many researches have been done in Bangladesh about library collection, automation, system and services. But which services are actually wanted by users and what are the indispensible duties of the authority have not been mentioned till now.

In view of the above the researcher elaborately discussed the users' basic needs, the role of the libraries and the designing of an information dissemination system for university libraries in Bangladesh. Based on the findings of the survey and review of literature, it aims to come up with a plan for improvement of the service qualities of the libraries and concrete recommendations for implementing the plan. In the view of the researcher, these two things are crucial for ensuring the timely and effective supply of necessary information to the potential users, which, in turn, would pave the way for sustainable human resource development climate through capacity building, organizational work culture and awareness rising among the user communities and library staff.

Objectives of the study

The present research has endeavoured to illustrate how university library can provide the best services to meet the needs of the users of university libraries. The **core objective** of the research, therefore, is to explore the role of university libraries in Bangladesh which can be more useful for developing the livelihood of the user and to design a sustainable and comprehensive information acquisition and dissemination mechanism.

Other specific objectives are:

1. To investigate information seeking behavior of academic community, students, teachers and those who use the library.
2. To measure the availability of infrastructure facilities, manpower, finance, technology, collection and other resources which are required for providing satisfactory library services.
3. To ensure the optimum and effective utilization of library resources and facilities as available.
4. To find out the problems and hindrance those obstruct the libraries to perform its role for human resource development and to need to solve urgently.
5. To make a modernization plan that will be a model for developing a satisfactory library based educational structure in Bangladesh.

Methodology

For successful research study considering an appropriate methodology is a vital issue. The paper aims to focus on the position of the university library in relation to the changing complexity of information resources, tools for users to access information, IT developments, knowledge creation and dissemination, community engagement, support for innovation and entrepreneurial development, external partnerships and measuring service delivery through research. To achieve the goal it is to be noted that both quantitative and qualitative techniques were applied in this study. Social survey method was used in this research for gathering important data from sample population.

The investigator has adopted the following techniques in this study for investigation:

Step-1: Research design

The research design has been incorporated both the qualitative and quantitative approaches. In the first phase, for the exploratory study the researcher investigated the real condition in the field of providing services of the selected libraries by a survey through structured questionnaire, directly observation and group discussion with library users and the official persons. Consequently, the quantitative phase has been performed through taking interview from stakeholders and policy makers of sample

university libraries through structured questionnaire. The present study can be visualized as the following ways:

- Introduction

- Literature review

- Historical development of universities and their libraries in Bangladesh

- Role of university libraries in human resource development

- Existing status of selected universities and their libraries

- Data analysis and findings of the study

- A plan for developing HRD programme of university library

- Recommendations and conclusion

Step-2: Review of literature

There are a large number of writings on university library development in the world both in print and online format. The related literature on human resource development in university libraries were studied and reviewed, which facilitated the construction of questionnaire. Existing literature on the subject were studied and reviewed to examine the status of activities and services along with extra curricula functions of university libraries in Bangladesh.

American Psychological Association (APA) style (6th edition rules) has been used for bibliography of available literature given at the end of the thesis.

Step-3: Questionnaire construction

Based on the review of literature, two sets of structured questionnaires were designed for the collection of data. One questionnaire was prepared and distributed among the professionals of sample libraries for collecting quantitative data and the another one was for interviewing the users to collect qualitative data. The questionnaire was designed without ambiguity and in such a manner that almost all the necessary information for the research can be collected smoothly. However, keeping in mind the importance of the work, utmost care was taken to achieve the highest level of accuracy and consistency.

Based on the analysis of the general and specific objectives of this study, information on 08 broad categories of variables for libraries and 10 broad categories of variables for users were identified.

The variables and indicators of the questionnaires for libraries and users are shown in Table 1 and Table 2 respectively:

Table 1: Variables and indicators for libraries

Sl No.	Types of variables	Indicators
01	Institutional information	Name of library, year of establishment, address, telephone, fax, e-mail, website, library hours and parent organization.
02	Library resources	Number of books, current journals, manuscripts, newspapers, microforms, CD-ROMs and others, procurement of new titles, air-conditioning, automation and computerization facilities.
03	Library and information services	Reading room, reference, CAS, SDI, bibliographic, online search, abstracting, indexing, consultancy, OPAC, inter-library loan, Internet, e-mail, CD-ROMs, photocopy, electronic journals, printing facilities, document scanning, in house database, lending books, any specialized network service and problems in providing services
04	Processing of library materials	Classification scheme, cataloguing code, charging system, methods of processing and list of subject heading
05	Library budget and finance	Library expenditure and sources of fund
06	Used automated facilities	Library operated system, computer and related technologies, automated infrastructural facilities, number of computers, hardware equipments, audio-visual facilities, automation software and subject database search facilities
07	Staff information	Number of staff, their designation, status, qualification, computer background, training facilities, attendance in workshop and satisfaction with job
08	Library future development programmes	Proposed future programmme for developing the library facilities.

Table 2: Variables and indicators for users

Sl No.	Types of variables	Indicators
01	Personal data	Name, gender and age level
02	Type of user	Under graduate students, post graduate students, teacher, researcher and others- their desired materials and satisfaction level
03	Problems in using library materials	Insufficient materials, not possible to find out, lack of internet facilities, asking library staff and others.
04	Spending time in library	Time allotted for internet browsing and using computer
05	Use of documentary sources	Primary, secondary and tertiary sources
06	Using other libraries	Personal, Friends, another university departmental, public, the American centre, British Council and other agencies library
07	Assistance from staff	To locate books, specific of information, current & back volumes of periodicals, to compile bibliography and to get reference books.
08	Knowing new publications	Display on board, new arrival list, catalogue, library staff and other source.
09	Frequently usage services	Ready room, reference, bibliographical, CAS, translation, inter library loan, photocopy internet newspaper clipping and other services
10	Suggestion	Suggestion for developing library services.

Step-4: Determination of sample

The sample cities are Dhaka, Rajshahi and Mymensingh, which have been selected purposively. Maximum renowned private universities are situated in Dhaka city. For ensuring representatives from various universities of Bangladesh, 5 recognized public universities and 5 private universities were selected purposively. The study has been conducted on these libraries to analyze and compare the roles of services to the users.

To conduct the survey, at first, the researcher divided the respondents into two groups such as: librarian and users. A total number of 500 respondents of users and 10 librarians were selected from 10 libraries.

Table 3: Selected university libraries under the survey

	Name of public University library	Year of Establishment	Location
01	Dhaka University Library	1921	Dhaka
02	Rajshahi University Library	1953	Rajshahi
03	Bangladesh University of Engineering and Technology (BUET) Library	1962	Dhaka
04	Bangladesh Agricultural University Library	1961	Mymensingh
05	Bangabandhu Sheikh Mujib Medical University Library	1998	Dhaka
	Name of Private University		
06	North South University Library	1992	Dhaka
07	Independent University, Bangladesh Library	1993	Dhaka
08	East West University Library	1996	Dhaka
09	BRAC University Library	2001	Dhaka
10	State University of Bangladesh Library	2002	Dhaka

Source: UGC Barshik Protibedon 2014 (Annual Report 2014).

The following samples were selected for the study:

- Libraries from various university categories;
- Libraries which are leading and prominent in providing modern services.
- Libraries which have some basic infrastructural facilities;
- Libraries which have satisfactory ranking according to the UGC of Bangladesh;
- Libraries which have already undertaken automation programme;
- Libraries which have qualified and experienced personnel for providing necessary services
- Regarding users: Students, teachers, researchers and administrators from the sample universities who use libraries either frequently or on ad-hoc basis for meeting information needs were selected.

Selection of respondents

Since the population under study is large in numbers, simple random sample technique was used. To avoid sampling errors, stratified sample was taken from different strata of users viz researchers, teachers, students and others. Lottery draw technique was used for this purpose. This provided unbiased parameter estimates with minimum standard errors. 500 questionnaires (50 for each library) were distributed among the users in the ten university libraries. Out of these, 464 were received duly filled up.

Questionnaire method was used with the intention of collecting data pertaining to the readers' opinion to ascertain the level of adequacy of the collection and services provided by the libraries under study and also elicit users' opinion in respect of anticipated sophisticate services expected from the library. Interview, focus group discussion and observation methods were also adopted to substantiate the findings arrived through questionnaire method.

Step-5: Data collection techniques

For the present study an intensive fieldwork was undertaken to collect the data directly from the primary sources i.e., from the field. Field work is a personal experience and it involves close interaction with the subjects of the research. Field data collection was operated from January to March, 2014.

Beside the primary sources, secondary materials such as books, journals, documents, survey and evaluation reports and research studies by various national and international organizations were used in the study.

Step-6: Data analysis

In order to draw meaningful inferences and comprehensive conclusions the collected data were processed and analytically presented both manually and with the use of computers.

The steps followed in the process of the data input are:
- entering data on the computer;

- conducting validation checks to ensure that data have been correctly entered on the computer;
- preparation of output tables.

- Statistical Package for the Social Sciences (SPSS) has been used to enter, edit, and analyze data.

- Findings of the study have been presented in various tables, figures using bivariate and multivariate analyses as per their applicability.

- The presentation of data will encompass all the three different forms – text presentation, tabular form and graphic presentation.

Scope of the work

The present study intends to cover almost the whole range of facts relating to the university library services and facilities for the human resource development of Bangladesh. At present there are 35 public universities and 80 private universities in Bangladesh (UGC Annual Report, 2014). The study was focused on only city based universities touching different disciplines. Due to a lot of technical problems the researcher has decided to work with 10 university libraries (5 public universities and 5 private universities) of Bangladesh. The population of the present study mainly comprised actual users (i.e. full time faculty members, students and research scholars) in the said university libraries.

The present study concentrates the following number of issues that can be studied to improve the condition of university library:

(a) The relationship between university library and human resource development.

(b) Status of library service pattern among university libraries in Bangladesh.

(c) Improvement in computerization and manpower development in university libraries of Bangladesh.

Limitation of the study

i. The research narrowed its focus with the term university libraries only. Only 05 public university libraries and 05 private university libraries have been brought under considering the dispersed location and required time as well as expenses.

ii. A more comprehensive picture of the information needs of the user and the positive role of the university libraries of Bangladesh could have been drawn if more respondents and more libraries could be covered by the survey.

iii. A purposive selection of the libraries may raise the question of bias. However, before making the selection, a scientific approach was adopted to minimize the bias in selecting libraries.

iv. Another limitation was relating to the sample size of respondents that 500 questionnaires were distributed to the users of the sample universities from which 92.8% were returned. There is a possibility that there may be significant difference between those who have responded and others who have not responded.

v. The research did not cover the user community of seminar, departmental and institutional libraries of the university libraries other than the central libraries. Besides the administrative persons and policy makers of the universities was not being included as sample in this study.

However, considering the homogeneity of the users of the university and the comprehensiveness of the research, the researcher believes that, the current research endeavour would contribute significantly in the understanding of the role of the university libraries of Bangladesh and the ways for human resource development could be made available to them in a manner which will be effective as well as sustainable in the long run. As an empirical study, this attempt may help the academicians, researchers and librarians as a starting point to make comparative study.

Organization of the text

Then whole work is arranged in seven chapters, including preliminaries and appendices.

Chapter I :   Introduction
- Rationale of the study
- Objectives of the study
- Methodology
- Scope of the work
- Limitation of the study
- Implementation

Chapter II : Literature Review

Chapter III : Historical Developments of Universities and their Libraries in Bangladesh

Chapter IV : Role of University Libraries in Human Resources Development

Chapter V : Existing Status of Selected Universities and their Libraries in Bangladesh

Chapter VI : Data Analysis and Findings of the Study

Chapter VII: A Plan for Developing HRD Programme of University Library

Chapter VIII: Recommendations and Conclusion

References

Appendices

Chapter II
Literature Review

Review of existing literature is a vital and useful component in building up a total infrastructure of a specific area. The literature search can identify whether the work has already been done and if so what are the amounts of information available for further study and research in future. The search can also focus to the research problem, improve the research methodology, broaden the sphere of researcher's knowledge and contextualize the findings. In the era of information explosion, a wide range of information regarding information needs and information seeking behavior are being published in various parts of the world. These are available in various print media and online version.

Many studies have been carried out concerning human resource development in library and other organizations. Most of the studies focused on human resource management for library and any organization. But so far as the researcher know till now no such rigorous research has been done on the above issue. Therefore, it can be said that this is a modest effort to carry out a systematic and rigorous study on the role of library in human resource development in Bangladesh. However, there have been a number of the nearest researches in home and abroad human resource development in library. The relevant studies are divided into three phases **i) Manpower Development ii) Human Resource Management iii) Role of University Library in User Development** which are cited below.

i) Manpower Development

P.S.G. Kumar (1988) has carried out a study entitled, 'Library and information manpower development'. This study assesses the role of the library to facilitate the professional knowledge and skills. The paper argues that the manpower development in the library and information centre may be conceived as a strategy for the acquisition, utilization, improvement and presentation of an organization's information resources. Manpower development needs, policies and programmes are discussed elaborately in this book.

C. Murali Krishna (1996) has surveyed a study entitled 'Manpower planning in university libraries'. In this study an attempt is made to highlight the need of the manpower planning for university library and assess the existing workload of manpower and predicting the future manpower needs to face high library technological problem. The author more discussed that effectiveness of library services depend heavily on the effectiveness of personnel deployed to perform library functions. Effective manpower planning provides not only director, but also coordinates various library activities, directions towards effective utilization of personnel for achieving identified objectives.

Edward Lim (1998) has stated an opinion in his article named 'Human resource development for the information society'. He has used the four occupational categories – information producers, information processors, information distributors and infrastructure providers – to explore the state of the information economy of countries in the Asia Pacific region. The paper argues that perhaps too much emphasis has been placed on infrastructure development and not enough on human resource development. It identifies in particular the need to train information processors (i.e. people who use information for the creation of new knowledge, to make decisions or to increase productivity and profit) through the development of information literacy skills, and information distributors, particularly library and information professionals. In connection with the training of information professionals, the writer argues that the current curriculum in many library schools is no longer suitable, and stresses the need to build a curriculum that revolves around the model of the virtual library and the Internet.

Bill Crowley (2008) in the study 'Lifecycle librarianship' describes a vision of libraries in which the learning needs of every stage of life get addressed and support of reading is lifelong and reinforces the foundations of the library. In order to sustain librarians and libraries, we must discard the "information illusion" and develop the library services necessary to help solve critical social problems by addressing reading and learning, including electronic learning. Public, academic, and school librarians should adopt the service philosophy of lifecycle librarianship and jointly plan at town, city, or county levels to identify and meet human learning needs from "lap sit to nursing home".

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ii) Human Resource Management

B.S. Bhatia (1997) has mentioned human resource development as a multi-disciplinary and multi-dimensional concept in his book titled 'Studies in human resource development; understanding HRD: basic concepts'. He includes all divergent views on the concept of HRD at once place and thus facilitates better understanding of the concept as used at the micro and macro-levels. The book deals with the emerging concept of HRD, the need and challenges of HRD and the issue of measuring human resources in organizations.

Anne Goulding (1998) has outlined the changing work climate, work design, workforce planning and equal opportunities and working environment in the study entitled 'Managing change for library support staff'. This introduction reviews some of the more important changes that libraries have experienced and are currently experiencing. Economic, political and social changes have an effect on library services and have resulted in new structures, new services and new ways of working.

Susan A. Lynham (2000) has carried out a study entitled 'Theory building in human resource development profession'. The author has examined what is meant by good theory and theory-building research in HRD through a synthesis of the existing literature and a discussion of the core concepts, issues, and challenges associated with theory building in an applied field. It also highlights the importance of embracing multiparadigm research perspectives for stepping up to the task of theory building in the HRD profession.

Richard A. Swanson, Elwood F. Holton and Ed Holton (2001) have discussed on the basic theory and practice of human resource development in their book named 'Foundations of human resource development'. The authors clearly frame and explain HRD in a manner that is useful for beginners and experts. Working definitions and core values derived from the history of HRD and its present challenges are presented.

Piyush Kanti Mahapatra (2002) has examined the influence of the development of library professional in changing the environments of the library in a study title 'Human resource management in libraries'. Findings reveal that human resource management is basically the development and administration of personnel policies

and procedures, but managing people also entails proper understanding of the psychological forces that affect the attitudes and performances of individuals as well as the groups as workforce.

Gulcin Cribb (2005) has evaluated library staff in his article titled 'Human resource development: impacting on all four perspectives of the balanced scorecard'. The author has discussed human resource development (HRD) in the context of the learning and growth perspective of the Balanced Scorecard (BSC) approach to strategic management in university libraries. "Learning and growth" perspective focuses on the organization's ability to continue to improve and create value for its stakeholders. The paper will explore human resource development in the context of the evolutionary process involving a shift from a training to a learning orientation in libraries in order to create value for the organization's stakeholders which range from students, academic and general staff, the governing council, the alumni, the community to private and government organizations.

Martha Fallahay Loesch (2010) has carried out a study entitled 'Librarian as professor: a dynamic new role model'. The study assesses widespread technological innovation and ease of access to information. The author said that due to the 21st century emphasis on digital collections and electronic resources, libraries around the world are facing an uncertain future. This naturally causes librarians to re-evaluate their professional role, but perhaps academic librarians are best prepared for the future due to their co-existing role as professors. Essentially they have always been teaching, but now they must conquer the disparaging image and status treatment to which they have been subjected and evolve their profession by joining their teaching faculty colleagues in classrooms on college and university campuses worldwide.

Sian Harris (2012) has described an impact on open access in the library in his article titled 'Moving towards an open access future: the role of academic libraries'. Open access will have an impact on researchers both as authors and consumers of research information. When it comes to publishing papers, the roundtable participants observed that researchers will do what their funders require them to do, an observation that echoes the predictions about policy shifts impacting OA take-up. However, it was felt that researchers will only comply with OA demands from funders if there are

consequences of not complying. Even then, compliance with the National Institutes of Health (NIH) mandate in the USA is less than 100%, despite researchers theoretically getting no further funding if they don't comply. This may result from a lack of awareness of OA in institutions. UK universities don't always know the extent of their research outputs.

iii) Role of University Library in User Development

Prof G. Ram Reddy (1993) observed in his book entitled 'Academic libraries: role in the national development' that university libraries are the fulcrum of the university education. After independence, higher education in India was given due priority in national planning. Universities and their libraries were considered by our planners as a crucial component for future development of any nation depends on the ideological climate and the widespread perceptions of history and culture.

A. Durvasa Babu (1994) has conducted a study entitled, 'Information generation and library use by university teachers'. In this study the role of university and library in building the citizens, having the nature of free thinking, self realization and sharing the responsibility for the uplift of the society has discussed. The author revealed that, a total of 32.7% of the teachers irrespective of their cadre were found primarily affected by the 'Teaching activity' in information generation. Performance of information generation among 27% of the teachers was reported to be hampered due to 'Research guidance'. The factors 'Problems with professional colleagues' and 'Problems with library higher officials' came in the way of information generation among 20% of the teachers.

Dr. G. Devarajan (1995) has measured the information used by users in his books named 'Library information users and use studies'. He has found that information is dividing the world between fast moving economics that make effective use of information and slow moving economics that do not use. The backwardness of any country in respect of socio-economic spheres is mainly due to lack of adequate international cooperation, co-ordination and understanding in the field of information transfer especially in the area of science and technology. The situation has made a wide information gap between developed and developing countries. In order to bridge

this information gulf a number of international organization such as UNESCO, FID, IFLA etc. have initiated a number of programmes.

Chiris Pinder and Maxine Melling (1996) have suggested some opinions in the book entitled 'Providing customer- oriented services in academic libraries'. They have explained major attitudes of the library staff to provide various services to the library customer. Here major emphasis has given the marketing procedures of library products to reach the user for current information.

In word of **Bhabani Kumar Ghosh** (2002) reference service is the very essence of librarianship and the ultimate human manifestation of five laws of library science. It is the primary motive and culmination of all library practices. He has given priority on reference, information and documentation services for successful university library services in his PhD thesis entitled 'A study of reference and information services in university libraries in West Bengal: a quantitative and qualitative approach'.

M. S. Sridhar (2002) has surveyed a study on users in his book 'Library use and user research: with twenty case studies'. He has observed user visit, movement, length of stay in library, requirements, participation in collection development, use of collection, interaction with library, information, communication, seeking and gathering behavior. His findings are the nature of work of users does not allow them to have regular library hours. A real-time study of physical interactions of users with libraries provide lot of insight for planning physical layouts of libraries, understanding relevance and utility of various services and information-behaviour of users. The author has believed that the existing layout, facilities and services considerably influence user-interactions with a given library.

Sahib Sing (2003) has examined the vital role of libraries in his book entitled 'Library and literacy movement for national development'. He has highlighted past, present and future scenarios of literacy of the country, but also correlates growth of population illiteracy. Defining the desiderata of a good public library, its functions and objectives the author has taken a close look at various literacy and adult education programmes, and what is necessary to make them effective. One of the most innovative aspects of this study is its emphasis on the creation of a rural network of libraries and literacy centres for eradication of illiteracy and poverty in India.

Md. Golam Mostafa and Dr. Md. Amit Kumar Bandyopadhyay (2004) have focused on the existing readers' services of the university libraries of Bangladesh in their book entitled 'University libraries of Bangladesh: problems and prospects'. They have given a comprehensive educational network is necessary for higher education of university libraries in Bangladesh. Their suggested BULIBNET will help getting quick access to all available information and foster higher education and research in all ways. It will make the libraries accessible to all scholars and faculty members from their work place.

Priti Jain (2004) has argued in her article entitled 'Strategic human resource development in public libraries in Botswana'. The author has investigated an empirical study from which the main critical qualities required to provide efficient public library services were revealed as: enthusiasm, positive attitude, innovative thinking, commitment. The other staff related and motivational issues were identified as: a sense of achievement, a feeling of self-worth, job-security, staff recognition, status, career development, good salary, effective communication, job satisfaction, delegation of authority, clear job description, performance feedback, conducive working environment. Some other strategic management issues were acclaimed as: organizational culture, transformational leadership, employee recognition and reward systems, performance measurement system, productivity improvement and customer orientation.

Hwa-Wei Lee (2005) has surveyed a study in his article entitled 'Knowledge management and the role of libraries'. The author describes the development of knowledge management in recent years has become the key concern for librarians and libraries. This paper will review the development of knowledge management and will compare the differences between information and knowledge as well as between information management and knowledge management. It will also examine the role of librarians/libraries in knowledge management and suggests that librarians/libraries in the digital and knowledge age should be in charge of knowledge management in their respective organizations in order to leverage the intellectual assets and to facilitate knowledge creation.

Md. Golam Mostafa, Md. Azizul Islam, K.M. Abdul Mumin, Md. Zinnur Rahman and A.N.M. Siddique Hossain (2005) have described various supporting technologies in libraries for human resource development in the book 'Libraries for

development of human resources'. Technology about information management, computerization, information super highway and satellite is considered unavoidable device of dynamic life. The authors have taken all-out efforts to turn our large population into invaluable resources equipped with timesaving education.

Joan Moncrieff, Peter Macauley and Janine Epps (2007) in the journal article titled 'My universe is here: implications for the future of academic libraries from the results of a survey of researchers' have outlined results of a survey of 23 researchers conducted by Deakin University library into their information needs and perceptions of the library's role and performance. The survey challenged established ideas about researchers' preference for print, the age of resources required, and reliance on specialist rather than general or cross-disciplinary databases. Of note were changes in use of the library and online resources, and in the need for library support services. The study raises key questions about the future roles of libraries and librarians.

Heidi Julien and Cameron Hoffman (2008) stressed the importance to explore the role of Canada's public libraries in developing the public's information literacy (IL) skills, to explore current IL training practices, and to explore the perspectives and IL experiences of individuals who visit public libraries to access the Internet in their article title 'Information literacy training in Canada's public libraries'. Analyses were conducted qualitatively within a phenomenological framework. Results show that the primary use of the Internet in public libraries is communication. Customers reported confidence in using the Internet, while library staff indicated that customers' IL skills were poor. Greater attention needs to be paid to connecting to customers who believe they are highly information literate yet may lack sufficient skills.

Barbara Brydges (2009) traces the century-long history of a library that has served teacher preparation programs in Calgary, Alberta, since 1909 in her article entitled 'A century of library support for teacher education in Calgary'. It looks at how this library's role and collections adapted to shifting notions of what constituted good teacher education and changing economic circumstances. In recounting this history, the paper examines the historical circumstances that created a separate education library at the University of Calgary and how issues of group and professional identity

contributed to its continuing existence. The various themes which emerge may be common to many North American education libraries.

Christine Wamunyima Kanyengo (2009) has written an article on 'A library response to the massification of higher education: the case study of the University of Zambia library'. The author has looked at the challenges that libraries in Africa face in responding to massification of higher education by discussing the University of Zambia library's response in library and information resources provision. As a result of massification of higher education, libraries have been forced not only to employ new and different strategies to meet the increased demand for information resources but also to balance the increased demand for services with dwindling human and financial resources. In doing so, the library's response to massification needs to take cognizance of the different levels of information literacy skills in order to afford every student an equitable opportunity to effectively use the information resources available.

International Federation of Library Associations and Institutions (2009) has published a book on 'Multicultural communities: guidelines for library services'. This revision follows the IFLA section of library services to multicultural populations' "2006-2010 strategic plans": to review and revise the guidelines, taking into account new technologies and professional and societal developments which have impacted upon service provision and directions. These guidelines have been compiled and published in order to promote fairness and equity of access in library services to multicultural communities. The guidelines provide a basis for the planning of library services to all groups in the community; provide criteria against which the adequacy of existing multicultural services may be assessed; provide an equitable basis for the acquisition of materials and the provision of services; and encourage understanding and engagement among the multicultural groups represented in all societies.

Jennifer Richard and Denise Koufogiannakis (2009) argue that as new models of scholarly communication emerge, librarians and libraries have responded by developing and supporting new methods of storing and providing access to information and by creating new publishing support services in their article title 'Librarians and libraries supporting open access publishing'. They examined the roles

of libraries and librarians in developing and supporting open access publishing initiatives and services in higher education.

Kay Sloan and Michelle Randall (2009) focus their attention on the role of audio-visual resources at the individual level in the book entitled 'Introducing public libraries to the Big Read: final report on the audio guide distribution'. Findings also indicated that public libraries play a pivotal role in The Big Read, as grantees and as partners. To support and take advantage of that role, and the vital role libraries traditionally play in local communities, the institute of museum and library services contributed additional funds for the Big Read audio guide distribution, managed by Arts Midwest, with the assistance of the Public Library Association. By making these resources more widely available, program sponsors hoped to give libraries and communities the opportunity to participate in The Big Read without formally applying for a full grant.

Md. Nazim Uddin (2009) has surveyed a study in his PhD. thesis entitled 'Application of information technology in libraries of private universities of Bangladesh: an analytical study'. The researcher has intended to cover the whole range of facts relating to the use and application of information technology in libraries of private universities of Bangladesh. In this study an attempt has been made to propose and design an appropriate model plan for establishing excellent private university libraries in Bangladesh

Elisha R.T. Chiware (2010) has conducted a study entitled 'Positioning the technological university library in higher education and human resources development in Africa'. This paper seeks to discuss the positioning of academic libraries in universities of science and technology in Africa. With the importance that is given to the establishment and outputs of these types of universities and to skills development as a contributing factor to Africa's development, the role of library and information services are to be discussed. The paper aims to focus on the position of the library in relation to the changing complexity of information resources, tools for users to access information, IT developments, knowledge creation and dissemination, community engagement, support for innovation and entrepreneurial development, external partnerships and measuring service delivery through research.

Martha Fallahay Loesch (2010) feels that due to the 21st century emphasis on digital collections and electronic resources, libraries around the world are facing an uncertain future. She expressed in her article title 'Librarian as professor: a dynamic new role model' that this naturally causes librarians to re-evaluate their professional role, but perhaps academic librarians are best prepared for the future due to their co-existing role as professors. Essentially they have always been teaching, but now they must conquer the disparaging image and status treatment to which they have been subjected and evolve their profession by joining their teaching faculty colleagues in classrooms on college and university campuses worldwide.

Kuan-nien Chen, Pei-chun Lin, Sung-Shan Chang and Hao-chang Sun (2011) have conducted a study entitled 'Library use by medical students: a comparison of two curricula'. In this study twenty medical students selected from two different medical universities in different countries were interviewed in depth. The study suggests several directions to the library and recommends it to provide service targeting students' needs after exploring the following three dimensions of the curriculum: students' perceptions of the library's collection related to the curriculum, course requirements for gathering information, and the librarian's role in the curriculum. When new reforms are initiated it is necessary for the library to undertake a comprehensive review and to gain understanding of the curriculum at the outset.

Lisa Smith (2011) describes the expansion of Monash University Library's role to incorporate learning skills services, programs, and resources, within the context of the University's evolving learning landscape in her journal article 'Monash University library and learning: a new paradigm for a new age'. It explains the Library's now holistic approach to students' development of information research and learning skills as interconnected skills for lifelong independent learning. The final section recounts the completion of the set-up and establishment phases of the learning skills implementation through a formal review process, and considers future directions and opportunities.

Emmanuel E. Baro and Tarela Keboh (2012) have conducted a study entitled 'Teaching and fostering information literacy programmes: a survey of five university libraries in Africa'. A survey of five leading university libraries in Africa showed

them mainly practicing IL training by means such as library tours/orientation sessions, introductory information skills classes, and teaching advanced information skills (e.g. database searching). There are, however, many barriers: a lack of interest by students, professors, and library management; inadequate human resources to teach IL; lack of facilities; low use of distance education for teaching IL, and an absence of IL policies. This column argues that university authorities in Africa and other developing countries must see the need to provide the necessary facilities such as: computers with Internet connectivity in university libraries, regular power supply, training for librarians on IT, and most of all, librarians should collaborate with other stakeholders in their institutions to ensure IL policy formulation and implementation in their institutions.

Manoj Kulkarni and Neela J. Deshpande (2012) have outlined the empowerment of the users in their study entitled 'Empowering library users, establishing channel of communication for service quality expectations of trainers from Government Administrative Training Institute (ATI) libraries in India'. The authors said that, in the 21_{st} century librarianship, value added services and satisfaction of the library users are key words for any library. To satisfy library users it is necessary to establish dialogue with them and find out their expectations. The proper channel of communications with the user's needs to establish and participate them in library management empowers the users. It helps the library manager to enhance use of the library. The expectations about library service quality of library users from 29 State Administrative Training Institutes from India were studied. Response was encouraging and users were happy to share their expectations on various aspects of physical environment, guidance, staff, resources and services. The expectations of the users are implemented and library infrastructure, resources, staff training, and other activities are put in practice.

Meera Alagaraja and Jia Wang (2012) have described in their journal article named **'**Development of a national HRD strategy model: cases of India and China' the importance of developing human resources at the national level and presents several models in libraries. These models are primarily concerned with the national contexts of developing and underdeveloped countries. In contrast, the NHRD models in the non-HRD literature focus primarily on developed countries. Both types of models

describe NHRD strategies with little analytical attention to the larger societal context, which the authors argue has a deep influence on the trajectory of NHRD practices in developing countries. The authors traced the evolution of NHRD strategies through an in-depth analysis of two emerging economies--India and China. Through comparative analysis, this study identifies similarities and differences in the emergence of NHRD strategy and develops a model that provides an enriched perspective on the dynamic process of NHRD strategy development.

Pauline Nicholas and Thelma White (2012) have put their opinion in the article named 'e-Learning, e-Books and virtual reference service: the nexus between the library and education'. They said that most universities have incorporated the use of new media and ICTs in the teaching learning process resulting in a multi-modal approach (face-to-face, online and distance learning). Academic libraries extend their services to meet the changing demands of the new cohort of learners. Through the use of electronic books that mirror the features and functions of the printed book and the capacity of the computer, librarians have bridged the gap between the academicians and the world of knowledge to further research and learning. Digital reference service extends the reference desk to the virtual environment to allow the reference librarian to meet the research needs of online users in real-time. These features have removed the barrier of the physical walls of the library and allow the librarian to maintain his/her role as instructors and evaluators of information and resources. This paper seeks to show how libraries have been using these two services to enhance teaching and learning.

Tyler Walters (2012) has explored his opinion in the study entitled 'The future role of publishing services in university libraries' about the possible futures for university-based library publishing services (LPS) and uses scenario planning as its research method. The study posits that the major force in developing LPS is the level of funding from the host university, with the most uncertain factor being whether faculty will adopt LPS. The study participants comprised university library directors, library managers responsible for publishing services, and library association personnel and consultants involved in publishing. Many participants saw collaborating with multiple libraries and other stakeholder organizations to establish publishing cooperatives as essential. Issues discussed include whether university libraries will embrace this role, faculties' level of satisfaction with existing services, divergent disciplinary experiences, opportunism as a

mechanism to develop services, technology challenges, international dynamics, traditional vs. new forms of scholarly publishing and publishing cost considerations.

Terri Summey and Art Gutierrez (2012) have written an article on entitled 'Laptops to go: a student assessment of a library laptop lending service'. In this article, the authors explored laptop programs in a variety of library settings, present details on the Emporia State University Libraries laptop lending service and discuss the results of a student satisfaction survey.

Charles N. Nzivo and Chen Chuanfu (2013) have put emphasis on increasing need for libraries to be responsive to the information needs of the Chinese students in the article named 'International students' perception of library services and information resources in Chinese academic libraries'. In order to serve these students better, universities will be expected to further understand how academic library services are currently perceived by international students. This is particularly the case at Wuhan University, which has experienced significant growth in international student enrollment. This study aims to discover the met and unmet needs as well as barriers encountered in library use by international students. Based on the information gathered, recommendations and future strategies will be formulated to improve the understanding of the information needs of non-native Chinese speakers in both the provision of services and the building of collections. The findings of this study reveal that Chinese academic libraries are considerably well perceived by international students. It also indicates that they have differing purposes and differing needs for library services and information resources.

In a study titled 'Academic library consortium in Jordan: an evaluation study' **Mustafa H. Ahmed and Raid Jameel Suleiman** (2013) have discussed the reality of establishing a public university libraries consortium in Jordan. The consortium enriches the digital governmental university libraries network with information sources through a sharing mechanism. This mechanism allowed for the consortium to coordinate database subscriptions and to act as a lobby group when dealing with library vendors in an attempt to economize in subscription costs.

By reviewing the above studies and reports it is found that the above literature deals with wide ranges relating to human resource management in libraries. But the role of university libraries in user purposes is not properly reflected in the above studies. Also, attitudes of both the library authority and personnel towards user seeking behaviour were not properly addressed. Some of those studies could not properly address the activities of the library personnel for the user. The reviewed studies did not pay attention to measure the effectiveness of providing services of the library. Considering these facts the present study attempts to study the overall scenario of the role of university library in human resource, especially user development academically. Emphasis has also been given to explore their needs, information seeking behavior, expectation from library staff, library reading environment etc. And finally, based on the findings, some policy implications have been suggested. These will, hopefully, help to formulate the policy to implement the effective activities of university libraries for foster user development in Bangladesh.

Chapter III

Historical Development of Universities and their Libraries in Bangladesh

The official name of Bangladesh is People's Republic of Bangladesh. Total population of Bangladesh is 15,04,48,339 (wikieducator, 2013). Education from class One to Class Twelve in Bangladesh is three phased such as Class I-V (Primary Education), Class VI-X (Secondary Education) for Secondary School Certificate (SSC), Class XI-XII (Higher Secondary) for Higher Secondary Certificate (HSC). This Education is highly subsidized. In the Higher Education (Bachelor, Master, Research), the government also funds more than 25 states owned universities through the University Grants Commission (wikieducator, 2013).

Higher Education

Higher education may be defined as the form of education that exists for the advanced training of young people in serious purpose. They have at least twelve years of previous schooling, a proven capacity for intellectual work and are on the verge of adulthood. They will eventually provide national leadership at various levels and in all spheres. Higher education started in Bangladesh with the establishment of the University of Dhaka in 1921. Later, the University of Rajshahi in 1953, Bangladesh Agricultural University in 1961, Bangladesh University of Engineering and Technology in 1962, University of Chittagong in 1966, Jahangirnagar University in 1970 were established. Other universities, public and private, had been established within the tenure of last 30 years. Actually, after independence, Government of Bangladesh aims at human resource development as development efforts and providing access to quality education which is crucial for poverty reduction and economic development (Bangladesh Policy, 2008).

The endeavour of the Government reflects in the rapid establishment of public universities. Along with the government effort, other entrepreneurs established private universities. Both the government and private entrepreneurs' efforts enable to provide access to higher education to the students of Bangladesh (wikieducator, 2013).

Most of the universities have, in addition to courses in arts and science, professional and technical courses in agriculture, commerce, education, engineering and technology, law, medicine, music etc. The usual degrees are Bachelor of Arts (B.A.), Master of Arts (M.A.), Bachelor of Social Sciences (B.S.S.), Master of Social Sciences (M.S.S.), Bachelor of Science in Agriculture (B.Ag.), Master of in Agriculture (M.Ag.), Bachelor of Business administration (BBA), Master of Business administration (MBA), Bachelor of Engineering (B.E.), Bachelor of Medicine and Surgery (MBBS) etc. and M.Phil and Ph.d. in Science, Humanities, Social Science etc. Up to 2000, the ordinary university course was conducted to be of four years duration (3 years Honours and one year Master). From 2001 this course has been conducting to be of five years duration (4 years Honours and one year Master). The holder of an honours degree, which requires four years study, is automatically eligible for the one year Master course (ugc.gov.bd, 2008).

In the constitution of each university there is a supreme governing body, known as the Senate. There is an executive body, which is called the Syndicate, consisting of persons representing various interests 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 Chancellor. There is also a third body called the Academic Council. The Board of Advanced Studies is the concerned body for admission of MPhil and PhD with any changing. The supreme governing body has budgetary and appellate power, the executive body administers the funds and property, while the academic body deals with academic matters generally and is mainly concerned with courses of study and the organization of teaching and examination. It coordinates the work of the various faculties of the university. 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 Head or Chairman who is obligated to the Dean. The universities in Bangladesh enjoy autonomy in all academic matter such as developing their own curricula, holding examinations and awarding degrees (including affiliating colleges) as well as internal administration. Government provides nearly 90% of their total expenditure as bloc grants through UGC (Rahman, 1987).

The University Grants Commission (UGC) of Bangladesh was established under the President's Order (P.O.) No. 10 of 1973 which was deemed to have come into force with effect from 16 December 1972. It is the statutory apex body in the field of higher education in Bangladesh. The primary objectives of the UGC are to supervise, maintain, promote and coordinate university education. The UGC assesses the needs of the public universities in terms of funding and advice Government in various issues related to higher education in Bangladesh (UGC Annual Report 2005).

Development of Universities in Bangladesh

Universities in Bangladesh represent about 75 academic bodies out of a total of about 104 institutions represent the conventional higher education institution (HEI) in Bangladesh. Segmented by management and financial structure, these include 33 public universities, 80 private universities, 3 international university, 31 specialized colleges, and 2 special universities. There are specialized universities in both categories offering courses principally in technological studies, medical studies, business studies and Islamic studies. There are two private universities dedicated solely to female students. The number of universities is growing mostly in and around the capital city of Dhaka. There are about 1500 colleges organized under the umbrella of National University - one of the largest in the world. The Open University offers distance learning courses. There also is a parallel religious higher education system (UGC Annual Report 2014).

UGC serves as the regulatory body of all the public (government funded) and private universities of Bangladesh. The Private University Act of 1992 paved the way for vigorous sprouting of private universities. 80% of its universities are in their infancy. The country has severed shortage in higher education capacity. The country is yet to have any research and education network (REN) or digital library consortium (DLC). Universities in Bangladesh are mainly categorized into three different types — Public (government owned and subsidized), Private (private sector owned universities), and International (operated and funded by international organizations such as the Organisation of the Islamic Conference) (moedu, 2010).

The list is classified by the three types universities further segmented according to their locations. The locations are given according to divisions, the topmost administrative unit in Bangladesh.

Public Universities

Bangladesh has thirty-three public universities providing education to the bulk of higher studies students. These universities are funded by the government while managed as self-governed organizations.

Barisal Division

There are two public universities in Barisal division which are located in Patuakhali and Barisal.

Table 4: Public Universities of Barisal Division

SL	University	Acronym	Founded	Location	Specialization
1.	Barisal University	BU	2011	Barisal	General
2.	Patuakhali Science and Technology University	PSTU	2012	Patuakhali	Technology

Source: Annual report of UGC of Bangladesh 2014

Chittagong Division

Six public universities are in Chittagong division including four are in Chittagong and one in Comilla and another one in Noakhali. One of them specializes in Veterinary Sciences.

Table 5: Public Universities of Chittagong Division

SL	University	Acronym	Founded	Location	Specialization
3.	Bangabandhu Sheikh Mujibur Rahman Maritime University	BSMRMU	2013	Chittagong	Maritime
4.	Chittagong University of Engineering and Technology	CUET	2003	Chittagong	Engineering
5.	Chittagong Veterinary and Animal Sciences University	CVASU	2006	Chittagong	Veterinary Sciences
6.	Comilla University	UC	2006	Comilla	General
7.	Noakhali Science and Technology University	NSTU	2006	Noakhali	Technology
8.	University of Chittagong	CU	1966	Chittagong	General

Source: Annual report of UGC of Bangladesh 2014

Dhaka Division

In Dhaka division there are twelve public universities. Amongst them seven are in Dhaka City, two of them are in Gazipur, one of them in Savar and another one is in Gopalgonj. In Tangail District there is also a university locating in Sontos.

Table 6: Public Universities of Dhaka Division

SL	University	Acronym	Founded	Location	Specialization
9.	Bangabandhu Sheikh Mujib Medical University	BSMMU	1998	Dhaka	Medical
10.	Bangabandhu Sheikh Mujibur Rahman Agricultural University	BSMAU	1998	Gazipur	Agriculture
11.	Bangabandhu Sheikh Mujibur Rahman Science & Technology University	BSMRSTU	2010	Gopalganj	Science & technology
12.	Bangladesh Textile University	BUTex	2010	Dhaka	Textile engineering
13.	Bangladesh University of Engineering and Technology	BUET	1962	Dhaka	Engineering
14.	Bangladesh University of Professionals	BUP	2010	Dhaka	General
15.	Dhaka University of Engineering and Technology	DUET	2003	Gazipur	Engineering
16.	Jagannath University	JNU	2005	Dhaka	General
17.	Jahangirnagar University	JU	1970	Savar	General
18.	Mawlana Bhashani Science and Technology University	MBSTU	2001	Tangail	Technology
19.	Sher-e-Bangla Agricultural University	SBAU	2001	Dhaka	Agriculture
20.	University of Dhaka	DU	1921	Dhaka	General

Source: Annual report of UGC of Bangladesh 2014

Khulna Division

In Khulna division there are four public universities; two are in Khulna, one in Jessore and another in Kushtia. The university in Kushtia is the only public university in Bangladesh specializing in Islamic Studies.

Table 7: Public Universities of Khulna Division

SL	University	Acronym	Founded	Location	Specialization
21.	Islamic University	IU	1980	Kushtia	Islam
22.	Jessore Science & Technology University	JSTU	2010	Jessore	Science & technology
23.	Khulna University	KU	1987	Khulna	General
24.	Khulna University of Engineering and Technology	KUET	2003	Khulna	Engineering

Source: Annual report of UGC of Bangladesh 2014

Mymensingh division

In Mymensingh division there are two universities located at Mymensingh Town and Trishal. One of them specializes in agricultural sciences.

Table 8: Public Universities of Mymensingh Division

SL	University	Acronym	Founded	Location	Specialization
25.	Bangladesh Agricultural University	BAU	1961	Mymensingh	Agriculture
26.	Jatiya Kabi Kazi Nazrul Islam University	KNU	2006	Mymensingh	General

Source: Annual report of UGC of Bangladesh 2014

Rajshahi Division

In Rajshahi division there are three universities, two of them are in Rajshahi and one is in Pabna.

Table 9: Public Universities of Rajshahi Division

SL	University	Acronym	Founded	Location	Specialization
27.	Pabna University of Science and Technology	PUST	2010	Pabna	Science and Technology
28.	Rajshahi University	RU	1953	Rajshahi	General
29.	Rajshahi University of Engineering and Technology	RUET	2003	Rajshahi	Engineering

Source: Annual report of UGC of Bangladesh 2014

Rangpur Division

There are two public universities in Rangpur division. One is in Rangpur and another one is in Dinajpur.

Table 10: Public Universities of Rangpur Division

SL	University	Acronym	Founded	Location	Specialization
30.	Hajee Mohammad Danesh Science and Technology University	HDUST	2002	Dinajpur	Technology
31.	Begum Rokeya University	BRU	2010	Rangpur	General

Source: Annual report of UGC of Bangladesh 2014

Sylhet Division

There are two public universities are in Sylhet division. Both are located at Sylhet town. One is specialized in science and technology and the other is in agricultural sciences.

Table 11: Public Universities of Sylhet Division

SL	University	Acronym	Founded	Location	Specialization
32.	Shahjalal University of Science and Technology	SUST	1986	Sylhet	Technology
33.	Sylhet Agricultural University	SAU	2006	Sylhet	Agriculture

Source: Annual report of UGC of Bangladesh 2014

Special Public Universities

Following are the public universities that operate through a number of colleges all over Bangladesh instead of a localized campus. Both have headquarters in Gazipur.

Table 12: Special Public Universities of Bangladesh

SL	University	Acronym	Founded	Location	Specialization
01.	Bangladesh National University	NU	1992	Gazipur	General
02.	Bangladesh Open University	BOU	1992	Gazipur	General

Source: Annual report of UGC of Bangladesh 2014

Private Universities

Establishment of private university in Bangladesh initiated after the institution of the Private University Act 1992. There are 80 such universities that are operational in seven out of nine divisions of the country. There is no private university in Rangpur division.

Barisal Division

There is one private university in Barisal division located at Jhalkathi.

Table 13: Private Universities of Barisal Division

SL	University	Acronym	Founded	Location	Specialization
01.	Global University Bangladesh	GUB	2014	Jhalkathi	General

Source: Annual report of UGC of Bangladesh 2014

Chittagong Division

There are twelve private universities located in Chittagong division. Eight universities have main campuses in Chittagong city. One has its urban campus in Kumira, outside the main city. One university is in Feni, one is in Comilla and another one is in Cox's Bazar. Among them eight are general universities, while one is specialized in science and technology.

Table 14: Private Universities of Chittagong Division

SL	University	Acronym	Founded	Location	Specialization
2.	Begum Gulchemonera Trust University Bangladesh	BGCTUB	2001	Chittagong	General
3.	Britannia University	BU	2012	Comilla	General
4.	CCN University of Science & Technology	CCNUST	2014	Comilla	General
5.	Chittagong Independent University	CIU	2014	Chittagong	General
6.	Cox's Bazar International University	CBIU	2014	Cox's Bazar	General
7.	East Delta University	EDU	2006	Chittagong	General
8.	Feni University	FU	2012	Feni	General

9.	International Islamic University, Chittagong	IIUC	1995	Chittagong	General
10.	Port City International University	PCIU	2012	Chittagong	General
11.	Premier University, Chittagong	PU	2001	Chittagong	General
12.	Southern University, Bangladesh	SUB	2002	Chittagong	General
13.	University of Science & Technology Chittagong	USTC	1992	Chittagong	Science & Technology

Source: Annual report of UGC of Bangladesh 2014

Dhaka Division

Most of the private universities are in Dhaka Division summing up to 55. All of them have their campus in Dhaka city, mostly in Gulshan, Dhanmondi, Panthapath and Uttara regions. Three private universities in Dhaka specialize in science and technology, one specializes in women's studies, o ne specializes in creative technology, another specializes in media studies and journalism and others are general universities.

Table 15: Private Universities of Dhaka Division

SL	University	Acronym	Founded	Location	Specialization
14.	Ahsanullah University of Science and Technology	AUST	1995	Dhaka	Science & Technology
15.	American International University-Bangladesh	AIUB	1995	Dhaka	General
16.	Asa University Bangladesh	ASAUB	2006	Dhaka	General
17.	Asian University of Bangladesh	AUB	1996	Dhaka	General
18.	Atish Dipankar University of Science and Technology	ADUST	2004	Dhaka	Science & Technology

SL	University	Acronym	Founded	Location	Specialization
19.	Bangladesh Islami University	BIU	2005	Dhaka	General
20.	Bangladesh University	BU	2001	Dhaka	General
21.	Bangladesh University of Business and Technology	BUBT	2003	Dhaka	Science & Technology
22.	Bangladesh University of health sciences	BUHS	2012	Dhaka	Health Technology
23.	BGMEA University of Fashion & Technology	BUFT	2012	Dhaka	Fashion & Technology
24.	BRAC University	BRACU	2001	Dhaka	General
25.	Central Women's University	CWU	1993	Dhaka	Women's Study
26.	City University, Bangladesh	CUB	2002	Dhaka	General
27.	Daffodil International University	DIU	2002	Dhaka	General
28.	Darul Ihsan University	DIU	1993	Dhaka	General
29.	Dhaka International University	DIntU	2000	Dhaka	General
30.	Eastern University, Bangladesh	EU	2003	Dhaka	General
31.	East West University	EWU	1996	Dhaka	General
32.	European University of Bangladesh	EUB	2012	Dhaka	General
33.	Fareast International University	FIU	2014	Dhaka	General
34.	German University Bangladesh	GUB	2014	Dhaka	General
35.	Gono Bishwabidyalay	GB	1996	Dhaka	General
36.	Green University of Bangladesh	GUB	2002	Dhaka	General

SL	University	Acronym	Founded	Location	Specialization
37.	Hamdard University Bangladesh	HUB	2012	Narayanganj	General
38.	IBAIS University	IU	2002	Dhaka	General
39.	Independent University, Bangladesh	IUB	1993	Dhaka	General
40.	International University of Business Agriculture and Technology	IUBAT	1993	Dhaka	General
41.	Ishakha International University, Bangladesh	IIUB	2012	Kishoreganj	General
42.	Manarat International University	MIU	2001	Dhaka	General
43.	Millennium University	MU	2003	Dhaka	General
44.	Northern University, Bangladesh	NUB	2002	Dhaka	General
45.	North South University	NSU	1992	Dhaka	General
46.	Notre Dame University Bangladesh	NDUB	2014	Dhaka	General
47.	People's University of Bangladesh	PUB	1996	Dhaka	General
48.	Presidency University	PU	2003	Dhaka	General
49.	Prime University	PU	2002	Dhaka	General
50.	Prime Asia University	PAU	2003	Dhaka	General
51.	Ranada Prasad Shaha University	RPSU	2014	Narayangonj	General
52.	Royal University of Dhaka	RUD	2003	Dhaka	General
53.	Shanto Mariam University of Creative Technology	SMUCT	2003	Dhaka	Creative Technology

SL	University	Acronym	Founded	Location	Specialization
54.	Sonargaon University	SU	2012	Dhaka	General
55.	South East University	SEU	2002	Dhaka	General
56.	Stamford University Bangladesh	SU	2002	Dhaka	General
57.	State University of Bangladesh	SUB	2002	Dhaka	General
58.	Times University of Bangladesh	TUB	2014	Faridpur	General
59.	United International University	UIU	2003	Dhaka	General
60.	University of Asia Pacific (Bangladesh)	UAP	1996	Dhaka	General
61.	University of Development Alternative	UODA	2002	Dhaka	General
62.	University of Information Technology and Sciences	USTC	2003	Dhaka	General
63.	University of Liberal Arts Bangladesh	ULAB	2004	Dhaka	Media studies and journalism
64.	University of South Asia, Bangladesh	USAB	2003	Dhaka	General
65.	Uttara University	UU	2003	Dhaka	General
66.	Victoria University of Bangladesh	VUB	2003	Dhaka	General
67.	World University of Bangladesh	WUB	2003	Dhaka	General
68.	Z.H Sikder university of science & technology	ZHSUST	2012	Shariatpur	General

Source: Annual report of UGC of Bangladesh 2014

Khulna Division

Followings are the two private universities located in Khulna division.

Table 16: Private Universities of Khulna Division

SL	University	Acronym	Founded	Location	Specialization
69.	First Capital University of the Bangladesh	FCUB	2012	Chuadanga	General
70.	North Western University	NWU	2012	Khulna	General

Source: Annual report of UGC of Bangladesh 2014

Mymensingh Division

Following is the only one private university in Mymensingh division located at Jamalpur district.

Table 17: Private Universities of Mymensingh Division

SL	University	Acronym	Founded	Location	Specialization
71.	Sheikh Fazilatunnesa Mujib University	SFMU	2014	Jamalpur	General

Source: Annual report of UGC of Bangladesh 2014

Rajshahi Division

There are five private universities located in Rajshahi division.

Table 18: Private Universities of Rajshahi Division

SL	University	Acronym	Founded	Location	Specialization
72.	Exim Bank Agricultural University, Bangladesh	EBAUB	2012	Chapainowabgonj	Agriculture
73.	Khwaja Yunus Ali University	KYAU	2014	Sirajgonj	General

SL	University	Acronym	Founded	Location	Specialization
74.	North Bengal International University	NBIU	2014	Rajshahi	General
75.	Rajshahi Science & Technology University	RSTU	2014	Natore	Science & Technology
76.	Varendra University	VU	2012	Rajshahi	General

Source: Annual report of UGC of Bangladesh 2014

Sylhet Division

Following are the four private universities located in Sylhet division. All four have main campuses in Sylhet town.

Table 19: Private Universities of Sylhet Division

SL	University	Acronym	Founded	Location	Specialization
77.	Leading University Sylhet Bangladesh	LUSB	2001	Sylhet	General
78.	Metropolitan University	MU	2003	Sylhet	General
79.	North East University Bangladesh	NEUB	2012	Sylhet	General
80.	Sylhet International University	SIU	2001	Sylhet	General

Source: Annual report of UGC of Bangladesh 2014

International Universities

There are only three international universities in Bangladesh. These universities are neither managed and funded by the government, like public universities, nor established under the Private University Act and managed by a private governing body, like private universities. International Culture University established by civil society organization and branded by United Nations Academic Impact (UNAI) and

United Nations Global Compact (UNGC), internationally accredited-affiliated and an active partner of different international organizations working for internationalization of education and international quality. Islamic University of Technology established by Organisation of the Islamic Cooperation and located in Gazipur, Dhaka division while another is located in Chittagong division and funded by Asian University for Women Support Foundation (AUWSF), a United States based non-profit corporation (wikipedia, 2011).

Table 20: International Universities

SL	University	Acronym	Founded	Location	Specialization
1.	International Women University	IWU	2008	Chittagong	General
2.	Islamic University of Technology	IUT	1981	Gazipur	Engineering and Technology

Source: Annual report of UGC of Bangladesh 2014

Development of University Libraries in Bangladesh

As a developing country, Bangladesh has been striving hard to flourish its educational sector within its limited resources after gaining its independence in 1971. The government has given top most priority to education and hence is giving highest budgetary allocation to universities through University Grants Commission. In 1912 the British government organized a committee, named 'Nathan Committee', to establish a university at Dhaka in East Bengal. That is the starting point of university theme in Bangladesh. At last, Dhaka University was launching its educational activities on July 1921. Before the independence there were more 5 universities viz. Rajshahi University (1953), Bangladesh Agricultural University (1961), Bangladesh University of Engineering and Technology (1962), Chittagong University (1966) and Jahangirnagar University (1970) in Bangladesh (Banglapedia, 2008).

The history of university libraries in Bangladesh goes back to the establishment of Dhaka University in 1921. However, the condition of university libraries is just satisfactory regarding their collection, manpower and services. Due to available

resources the deficiency of high caliber and skilled staff, poor modernization of the facilities and the lack of union catalogue the university libraries in Bangladesh fail to attract the potential library user into becoming a habitual one (Guyter, 2009).

Once a time, Bangladesh was a part of undivided India. In ancient India the universities were the leading centres of learning and teaching. They attached students and scholars from all parts of India as well as other countries. In the medieval India too, there were certain famous centres of Islamic learning. Unfortunately, these traditional seats of learning did not survive for long. The modern universities were established, more than hundred years ago, 'as exotic institutions created in limitation of the London University as it then was'. The earliest universities set up in India in around 1857 were Calcutta, Bombay and Madras (Biswas, 1992). But their libraries came up in 1873, and 1907 respectively (Bose, 1963).

The development of higher education in general and academic libraries in particular, continued during the British period but at a slower rate. The origin of the present set-up of the educational system, including the system of college and university libraries, dates back to the first half of the nineteenth century. In his dispatch to the Board of Directors of the East India Company in 1854, Sir Charles Wood outlined the future patter of India. For first time three universities; one each at the three presidency towns in the country viz., Calcutta, Bombay and Madras were set up on the pattern of the London University to conserve, disseminate and advance knowledge (Mostafa, 2004).

In Pakistan Period (1947-1970) very few notable libraries came in the share of Pakistan. During the Pakistan regime the second university in this region was established in 1953 in Rajshahi, and educational institutions in the Rajshahi and Khulna divisions came under its jurisdiction. Next, on the recommendation of the Shariff Education Commission, which was set up by the then government of Pakistan in 1958, it was decided to establish two technological universities - a university of engineering and technology (by upgrading the erstwhile Ahsanullah Engineering College into BUET in Dhaka) and an agricultural university (by upgrading the then East Pakistan College of Veterinary Science and Animal Husbandry into BAU in Mymensingh). Educations being in the list of concurrent subjects, these universities were established in each part (in 1961) by ordinance of the respective provincial

governments (UGC-Handbook Universities of Bangladesh, 2009). The next university to be set up was the University of Chittagong in 1966, at a distance of about 20 kilometers from the port city of Chittagong. During the period of Pakistan the last university to be established was Jahangirnagar University (1970), formerly Jahangirnagar Muslim University (the word 'Muslim' was dropped in 1972) (Rahman, 2013).

At present there are 35 public universities and 80 private universities in Bangladesh. Each public university has a library with sound collection to meet the teaching and research needs of the faculty members and students. Digitization and automated library system in Bangladesh are still in the infancy level and these activities are very much related to the development of bibliographic and full text database, hosting e-papers and metadata on the web, online searching and downloading facilities etc. The present scenario of university libraries in Bangladesh is not that hopeless. They are operating more or less under a chain of network, but the essential characteristics of library service have not developed that much from the point of view of skilled manpower, systematic operation, modern technological facilities, utility orientation of the system etc.; and even from the point of view of the estimated potential users population (EPUP). The library system in the country still presents a poor picture and is rather passing through a traditional stage. As the profession is now attracting people from different social backgrounds and good academic qualifications, it is expected that over the years, this predominantly young group of professionals will be able to organize the entire library system of Bangladesh (Rahman, 2013).

The role of the university library in higher education and human resource development in Bangladesh is not well documented. It is important that its role is continuously researched, evaluated and documented and services designed to respond to Bangladesh's unique higher education and human resources needs. This paper discusses the future position of the university library as an academic partner that plays an important role in higher education and human resources development in Bangladesh.

Chapter IV

Role of University Libraries in Human Resources Development

The concept and idea of Human Resource Development (HRD) was evolved in USA. First the idea came as the topics of class room discussion at the George Washington University in 1969 and it took the formal shape in the American Society for training and development conferences. At present the concept is widely accepted mechanism and reality in the field of management and control of human resources. With the passage of time and term HRD system of management is getting popularity and usefulness both in developing and developed countries of the world for attainment of the organization and development (Ali, 2006).

Human Resources

Human resource is the asset, power, spirit and guiding force. Again human resource is a means of support to win goals of an organization. It means working force of a person. Working force, when disciplined to creativity, becomes human Resource. Thus it is regarded as the prime component of the HRD system of management (Ali, 2006). Human resource is the sum totals of knowledge, abilities and skills, the work-force possess and the quality of work, they are capable of carrying out. This also implies that they are willing to undergo the necessary duration of education training essential for a particular profession or occupation (Sarkhel, 2003).

Human Resources Development (HRD)

Human Resource Development is the process of increasing the knowledge, skill and capacities of all people in a society (Walia & Agrawal, 1988). It is critical to building competitive advantage. Hiring, building and retaining the best talent is essential if the human resources manager is going to contribute to enterprise success—after all, human resource development is at the core enterprise efficiency and productivity (abso, 2015).

The theme of human resources development has occurred during different periods at different places. Adam Smith, Karl Marx and a host of classical and modern economists have emphasized the importance of human resources and focused on labour, dexterity and skill development. World organizations, such as World Bank, International Monetary Fund, World Trade Organization, etc. apply some broad parameters to consider the quality of human resources in a country, even though controversies exist as regards the validity and acceptance of these parameters (Verma & Garg, 1997).

Human resource development is the development of the people, for the people and by the people. It tries to improve the capabilities of people to lead a long and healthy life, to be knowledgeable and to have access to a decent standard of living. Due to lack of these basic needs, backward countries in general and Bangladesh in particular is/are lagging far from achieving optimum human development. Knowledge/information is regarded as one of the major dimensions of human development (Maity, 2003).

According to Sett (2003), "HRD is a process of developing and unleashing human expertise through organized learning activities for the purpose of improving performance. In the age of information explosion these learning activities demand a person to be information literate".

 According to Karim (1988), "The effective development of human resources is a prerequisite to ensuring the attainment of overall development goals and objectives. HRD planning in developing countries is currently at a crossroads, undergoing a phase of adjustment   in terms of approach, focus and emphasis".

According to Ahsan and Thwin (1998), "Human resource development indicates the need to improve national capacities, skills and accountability of managers and service providers especially to the most vulnerable groups in society".

According to Verma and Garg (1997), "Development of persons to their maximum potential and conservation of talent is the gist of the human resource development concept. It is the process of increasing knowledge, skills and capacities of the people in society".

Human resource development is the process of increasing the capacity of the human resource through development. It is thus the process of adding value to individuals, teams or an organization as a human system. Human resources can be developed to an unlimited extent because every human being has endless potentials. Thus there is a need to invest time, money and effort in it to provide fruitful results. Human resource refers to the talents and energies of people that are available to an organization development refers to a process of active learning from experience-leading to systematic and purposeful development of the whole person, body, mind, and spirit. HRD is the integrated use of training, organizational and career development efforts to improve individual, group, and organizational effectiveness (Anilkumar, 2013). Bangladesh, being one of the most important economies in the modern world, is no exception in this regard and new practices of human resource development in Bangladesh have been introduced to keep the pace with the rest of the world.

A library is a place where not only books but also magazines, dictionaries, encyclopedias, journals and newspapers are well-stocked for the benefit of the readers. A reader can increase his knowledge of various subjects by reading in the library during his spare time. One can update one's knowledge by reading regularly in a library. Human resource development in the field of library and information science can be done by the various methods, which could be as under: (Sharma, 1998)

1. The present curriculum of library and information science should be undergo drastic change incorporating latest technologies for study;

2. Professional library staff should be accorded full academic and management status. This need to be linked to a proper plan of professional human resource development, to ensure that librarians are able to cope with the new technologies.

3. HRD programme for the training of in-service personnel should be organized on regular basis.

4. LIS professional association and groups should organized seminars, workshops etc. for updating the knowledge about the excellent services of the library.

5. A developmental plan and policy at the national level is essential for a planned growth of workforce.

Concept of HRD

According to Laxmanrao and Deshmukh (2013), HRD includes the following three concepts:-

i.   Valuable resources: Persons working in the organizations are regarded to valuable resources, there is need to invest time and efforts for their development.

ii. Special characteristic: Man has humanlike values and cannot treat as material. Hence human values are to be applied in organization.

iii. Human units and processes: It includes job of person, dyadic unit, teams at work, total organization.

Benefits of HRD

It is recognized by one and all that the human capital plays vital and dynamic role in all sectors of social development. The development of all others resources depends on efficiency of human resources. HRD motivates the existing professionals and employees to create a favorable psychological climate and environment. It also helps in the long run to reduce the costs of production in various industries and institution. HRD inculcates team spirit and reduce tensions between individual and professional groups in society and strikes in organization. HRD reveals the educational or training needs of the workforce with the results, training and development programmes become more effective. HRD brings out the best talent of the people which contributes to the socio-economic and cultural growth and development of the country. HRD develops intelligent and committed leadership on different professional workforce. HRD enables employees and professionals to update themselves and their knowledge (Sahrma, 1998).

University Library

The term university library is used here to represent a library which is an integral part of an institution of higher education- a university, in which teaching and research are conducted in one or more of the arts and sciences and which has the power to confer degrees, diplomas and certificates. The library is the core of a university. At one time, the role of a university library in the educational process was considered

marginal. However, significant changes have taken place in the outlook of university administrators, research scholars, teachers and students. They have started realizing the role of university library as an active force in teaching and research. A university library is beginning to be recognized as an important component of a university set-up. Librarians are now being regarded as essential members of the academic community (Kumar, 1993).

It is acknowledged that universities all over the world face an imperative to adapt and adjust to a whole series of profound changes that fall into six major categories: the increased demand for HE in a lifelong learning context, the internationalization of education and research, the need to develop co-operation between universities and industry, the proliferation of places where knowledge is produced, the reorganization of knowledge, and the emergence of new expectations (Virkus & Wood, 2004).

University libraries are playing an important role to provide right information to right user at right time. These are having more good collection of documents which ever documents are really helpful to user to gain more knowledge within a minimum possible time. Librarians are to do work wholeheartedly to provide good library and information services to user in a right manner. Impact of ICT on university libraries is highly increasingly day by day. So university libraries are ready to accept new technologies to provide useful information to its users. These are becoming society oriented knowledge centres and also try to attract more users irrespectively. These conduct user awareness and information literacy programmes to user to adopt and use of new technologies available in library to gain knowledge (Anilkumar, 2013).

Users of University Library

University libraries must serve its client i.e. student, teacher, management members and administrative staff. Libraries must provide services as a support system in teaching and learning and evaluation process. Hence these plays vital role in imparting education. To achieve the goal specified by libraries, there is need of HRD. HRD is the process to increase knowledge, skill and capabilities of person. Proper application of HRD results in improving quality of services or products. No libraries can grow or survive with growth and development of personnel. The personnel policies of libraries can help to keep the high morale and motivation. Human

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resources are the most expensive and the valuable resource compared to other resources (Laxmanrao & Deshmukh, 2013). Information user can be categorized mainly into four groups on the basis of their approaches to information in libraries. They are: (Devarajan, 1995)

Potential user – the one who needs information which can be provided by specific services.

1) **The expected user** – the one who is known to have the intention of using certain information services.

2) **The actual user** – the one who has actually used an information service regardless of whether he derived advantages from it or not.

3) **The beneficiary user** – the one who derives a measurable advantage from information services.

Role of University Libraries in Human Resources Development

The new role of university libraries in the 21st century needs to be as a learning and knowledge center for their users as well as the intellectual commons for their respective communities. To serve the best services knowledge management in libraries must do essential activity.

Other important activities of university libraries for human resources development are:

1) Knowledge resources management

Because of the exponential growth in human knowledge in a variety of formats, university libraries need to develop their resources access and sharing strategies from printed to electronic and digital resources in concert with their mission and charges. Restricted by limited funding, technology, staff and space, libraries must carefully analyze the needs of their users and seek to develop cooperative acquisition plans to meet these needs. An integrated online public access catalog (OPAC) with both internal and external resources as well as printed and other formats of knowledge should be developed and maintained. Useful websites and knowledge sources should

be regularly searched and selected from the Internet and included in OPACs by hard links. A system for the reviewing and updating of these resources should be performed. Going beyond explicit knowledge, libraries should also develop means to capture all that tacit knowledge that is of importance to their users, their organizations, and to the internal operation of libraries. The web site of each library should serve as a portal for all sources of selective and relevant knowledge and information whether explicit or tacit, whether on site or remote and in all formats (Lee, 2012).

In the current digital and networked knowledge age, the size of information resources on the Web is growing exponentially. No one really knows exactly how many Web pages are on the Internet because new Web pages are added every second. Still, information on the Web can be very useful if only we can employ advanced artificial intelligent tools to surf the Internet and to select, find, arrange, classify, and automatically deliver the needed information to each user based on his/her special interests and needs. Many such new knowledge management systems are under development and testing and hold promise for greatly enriched knowledge resources, improved user services, and the more efficient use of knowledge for creation and decision-making. Universities and research organizations are themselves knowledge reservoirs. These highly valued intellectual assets, regardless of whether they are explicit or tacit, should be inventoried, archived, indexed, frequently updated, and made accessible in digital form. In addition, the traditional, time-honored methods of cataloging and classification are barely adequate to handle the finite number of books, journals, and documents, but are inadequate to deal with the almost infinite amount of digital information in large electronic databases and on the Internet. Using the Dublin Core metadata and the Cooperative Online Resources Catalog (CORC) has been a new approach to capture Web information by cooperative efforts. Other new methods such as data mining, text mining, content management, search engines, spidering programs, natural language searching, linguistic analysis, semantic networks, knowledge extraction, concept yellow pages, and such techniques in information visualization as two-dimensional or three-dimensional knowledge mapping, etc. have been a part of recent developments in knowledge management systems (Looney & Lyman, 2000).

2) Resources sharing and networking

Libraries have a long tradition of resources sharing and networking. These have been greatly expanded by the rapid development of computer, telecommunication, networking, and digital technologies since the 1960s. The successes of most of these examples in resources sharing and networking are largely the result of the full cooperation and participation of all member libraries without selfishness. Large and major libraries must take the lead in such an endeavor. Supports in policies and funding from the government or parent organizations are also critically important. Experiences indicate that all libraries, regardless of size and specialties, have been benefited by library cooperation and resources sharing (Bair, 1999).

3) Information technology development

To facilitate the implementation of knowledge management, a well-designed and operational knowledge management system should be in place. Latest information technology should be used as an enabler. In this regard, the library director should consider him/her self as the chief knowledge officer of the entire organization and should work together with the CIO (chief information officer), heads of the planning department, the computer and information technology center, the human resources management department, the finance department, etc. to design and develop such a system. Such a knowledge management system should be built on existing computer and information technology infrastructures, including upgraded intranet, extranet, and Internet and available software programs to facilitate the capture, analysis, organization, storage, and sharing of internal and external information resources for effective knowledge exchange among users, resource persons (faculty, researchers, and subjects specialists, etc.), publishers, government agencies, businesses and industries, and other organizations via multiple channels and layers. In recent years, many of the newly developed information technologies for database and information/document management can be utilized in knowledge management; such as, data warehousing, data mining, text mining, content management, knowledge extraction, knowledge mapping, groupware, and information visualization, etc (Chen, 2001).

4) User services

The utmost goal of university libraries is to provide users with a variety of quality services in order to improve the communication, use and creation of knowledge. As much as possible these services should be tailored to the interest and needs of each user. Information about each user can be obtained by analyzing the records of user registration, surveys, circulation and interlibrary loans, frequently asked reference questions and the use of e-journal and digital resources, etc. User satisfaction and needs should be collected through periodic users' surveys. The findings should be used for the planning and redesign of library services. It is very important, however, that user's privacy should always be protected.

Some of the manual services such as "new publication alert" and "selective dissemination of information," which libraries have been providing, can now be done automatically by employing the "push technology" with great efficiency and convenience. Each library user can also set up his/her virtual "My Library" enabled by library systems and networks for collecting and organizing resources for personal use and to stay informed of new resources provided by the library (Cohen, Suzanne & others, 2000).

The Library and Information Technology Association (LITA) has defined MyLibrary-like services as the number one trend "worth keeping an eye on." It further stated that "Library users who are the web users, a growing group, expect customization, interactivity and customer support" (LITA, 1999).

5) Human resources management

A great amount of expert knowledge is possessed by library staff and users, both in and outside the libraries. In university and research communities such expertise is abundant and should be inventoried, indexed, and updated regularly and be made searchable and accessible through electronic databases created and maintained by libraries. The knowledge and accumulated experiences of library staff members form the intellectual assets of any library and should be valued and shared. An organizational culture for sharing of knowledge and expertise should be established with appropriate rewards and incentives. Those staff members who share their tacit

knowledge and experiences through writing, publishing, lecturing, tutoring, or mentoring should be appropriately recognized and rewarded. An organizational culture which emphasizes cooperation, sharing, and innovation can only be established by strong leadership and commitment from the library director and a shared vision by the library staff. As a learning organization, libraries should allocate annual funding to provide continuing education and staff training to all staff members. Knowledge must be renewed and expanded to prevent it from becoming stagnant (Galagan, 1997).

Libraries should also encourage the transfer of knowledge and experience from experienced staff to new staff members. A mentoring system should be in place to help newcomers to learn from experienced library staff. Informal seminars and brownbag sessions where staff can interact and exchange "lessons learned", "best practices" and other specific experience and knowledge should be scheduled at regular intervals and at convenient times. Special interest groups and chat rooms can be created through intranet. Since many valuable experiences have been accumulated over time, libraries should pay attention to favorable working conditions and environment, which will contribute to better staff retention (Lee, 2012).

University libraries play a great role for human resource development. Such as:

1. Institutional Effectiveness: University libraries define, develop and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement. According to Iannuzzi and Brown (2010),

1.1 The library defines and measures outcomes in the context of institutional mission.

1.2 The library develops outcomes that are aligned with institutional, departmental, and student affairs outcomes.

1.3 The library develops outcomes that are aligned with accreditation guidelines for the institution.

1.4 The library develops and maintains a body of evidence that demonstrates its impact in convincing ways.

1.5 The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.

1.6 The library contributes to student recruitment, retention, time to degree, and academic success.

1.7 The library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness.

2. Professional Values: Libraries advance professional values are intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration and user-centered service. According to Cohen and others (2000),

2.1 The library resists all efforts to censor library resources.

2.2 The library protects each library user's right to privacy and confidentiality.

2.3 The library respects intellectual property rights and advocates for balance between the interests of information users and rights holders through policy and educational programming.

2.4 The library supports academic integrity and deters plagiarism through policy and education.

2.5 The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.

2.6 The library engages in collaborations both on campus and across institutional boundaries.

3. Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning. According to Ajidahun (2006),

3.1 Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.

3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

3.3 Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.

3.4 Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

3.5 Library personnel collaborate with campus partners to provide opportunities for faculty professional development.

3.6 The library has the IT infrastructure to keep current with advances in teaching and learning technologies.

4. Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge. According to Maes (2005),

4.1 The library organizes information for effective discovery and access.

4.2 The library integrates library resource access into institutional web and other information portals.

4.3 The library develops resource guides to provide guidance and multiple points of entry to information.

4.4 The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.

4.5 The library has technological infrastructure that supports changing modes of information and resource discovery.

4.6 The library provides one-on-one assistance through multiple platforms to help users find information.

5. Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution. According to Siddiqui (2003),

5.1 The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

5.2 The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.

5.3 The library builds and ensures access to unique materials, including digital collections.

5.4 The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.

5.5 The library educates users on issues related to economic and sustainable models of scholarly communication.

5.6 The library ensures long-term access to the scholarly and cultural record.

6. Space: Libraries are the intellectual common places where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge. According to Chiware (2010),

6.1 The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.

6.2 The library provides safe and secure physical and virtual environments conducive to study and research.

6.3 The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research.

6.4 The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.

6.5 The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.

6.6 The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.

6.7 The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.

6.8 The library's physical and virtual spaces are informed by consultation with users.

7. Management/Administration: Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently. According to Msuya (2002),

7.1 The library's mission statement and goals align with and advance those developed by the institution.

7.2 Library personnel participate in campus decision making needed for effective library management.

7.3 The library allocates human and financial resources effectively and efficiently to advance the library's mission.

7.4 The library's budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.

7.5 The library partners with multiple institutions (e.g., via collections consortia) for greater cost-effectiveness and to expand access to collections.

7.6 The library plans based on data and outcomes assessment using a variety of methods both formal and informal.

7.7 The library communicates assessment results to library stakeholders.

7.8 Library personnel model a culture of continuous improvement.

7.9 The library has the IT infrastructure needed to collect, analyze and use data and other assessments for continuous improvement.

8. Personnel: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change. According to Council for Higher Education Accreditation (2012),

8.1 Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.

8.2 Library personnel have education and experience sufficient to their positions and the needs of the organization.

8.3 Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.

8.4 Library personnel contribute to the knowledge base of the profession.

8.5 Library personnel are professionally competent, diverse and empowered.

8.6 Personnel responsible for enhancing and maintaining the library's IT infrastructure keep current with library technology applications and participate in ongoing training.

9. External Relations: Libraries engage the campus and broader community through multiple strategies in order to advocate, educate and promote their value. According to Association of College and Research Libraries (1998),

9.1 The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.

9.2 The library communicates with the campus community regularly.

9.3 Library personnel convey a consistent message about the library and engage in their role as ambassadors in order to expand user awareness of resources, services and expertise.

10. To meet up the challenges of information technology: Developments in educational technology and the changing pattern of education and learning indicate seniors' challenges for the library and information community to upgrade their information technology (IT) skills. In this aspect, university library provides some technological services, such as: (Du Pre, 2009)

10.1 Internet Today: Internet today is a collection of computer networks from all over the world that provide access to a number of information sources and services. While several of the services have their roots in ARPANET and early electronic bulletin boards, other have only keen made possible by this development of WWW and the multimedia capacity of today's computers.

10.2 Services of the World Wide Web: The World Wide Web is the fastest growing market place, research facility and communication tool in the world. It is possible to find information about almost any subject imaginable from today's sport, shares and stock prices to the dietary habits of an endangered insect. What makes the web most interesting, however, is the diversity of information that is available at no charge to

anyone who logs in. Anyone can download from software, read online newspapers and magazines, price a used car, and research any topic under the sun. It is virtually impossible to access the web and not find something intriguing and because the content is changing all the time. There is always something new to browse or a new site to explore.

10.3 Common Internet Services. Prior to the existence of the World Wide Web, internet user had across to a number of tools to help them make use of computer on the internet. Three of the most used Internet services that exist in both text-based and graphical forms include e-mail, mailing list and user met newsgroups.

E-Mail: It is a service that allows users to send electronic messages to other users with electronic address regardless of the system they are using.

Mailing List: Also called lists, mailing lists are form of group e-mail. One person writes a message, which is broadcast to all the subscribers of the mailing list. Then, anyone who receives the message can reply to it, and his or her reply is broadcast in the same way.

Usenet Newsgroups: Usenet newsgroups are text based discussion groups on every topic imaginable - a more public form of mailing lists. This is technically not a part of the Internet because they use the UNIX-to-UNIX copy protocol (UUCP) rather than the TCP/IP of the Internet.

The library's business strategy must be aligned with that of the university and all its internal and external activities. The core business of universities remains that of producing graduates that have relevant skills to improve the continent technological, scientific and industrial bases. In the same vain the university library is to support this mission with relevant and up to date information services. The vision and mission of the university library has to be communicated well and widely to the university's constituencies like faculties, departments, students and staff. It is the responsibility of the library director and his or her library management team to ensure that faculty and departments accept and support the university library's mission and goals. A better understanding of the university library's goals in the university community will lead to a better response to its information delivery services. Through communication and the

marketing of the university library's mission and goals in various university committees extra funding and support can easily be mobilized to support library programmes and projects (Turtle & Courtois, 2007).

Library resources, services and operations have been influenced by the rapid technological innovations over the years. The way information is disseminated, captured, collected, stored and transferred has provided a new impetus in library functions and operations. The university library must develop effective measuring mechanism of services it renders in support of the mission and goals of the university. The university library is in a position itself to take a leading role in the establishment of information services through investigating user information needs, information seeking behaviours, information sources and the kind of services that could be offered. University libraries should position themselves to become technical information centres supplying a range of information services to assist innovation and entrepreneurial development. The greater part of university library work is to such an extent computer based that even in the least resourced of libraries the building of a sound IT infrastructure has become paramount to the well being of the library and its programmes (Siddiqui, 2003).

The roles of faculty librarians are to be continuously evaluated to enable them to interact more with faculty and departments in support of their teaching, learning and research activities. The library then positions its faculty librarians as its ambassadors who sell and advocate for library activities in faculties and departments. The library director's role is then to strategically locate the library in the broader university and external environments by ensuring adequate financial and human resources support to run efficient services (Chiware, 2010).

Chapter V
Existing Status of Selected Universities and their Libraries

a) Public Universities and Their Libraries

1) Dhaka University

After the revocation of the partition of Bengal, on 27 May, the British Government of India formed the 'Nathan Committee' to establish a separate residential university in Dhaka for better education of the Muslims of East Bengal. The Committee was headed by Sir Robert Nathan and consisted of 13 members. It ordained an outline for the establishment of Dhaka University and submitted the outline as proposal to the government. But the later activities were postponed because of the First World War, 1914. In 1917, Nawab Sir Khaja Salimullah, Nawab Syed Nawab Ali Chowdhury, Sher-E-bangla Fazlul Haque etc. made an attempt by the leadership of Micle E. Sadler to form a commission in reflect of the report of 'Nathan Committee'. The commission approved the recommendation with a few amendments. As a result, on 23 March 1920, Dhaka University was established as a separate and residential university through the Act No. xxxi of 1920.The first Vice-Chancellor of this university was Sir P.J. Hartog. This university formally opened its doors on 1 July 1921 with 3 Faculties of Arts, Science and Law. These consisted of 12 departments Sanskrit and Bengali, English, Education, History, Arabic and Islamic Studies, Persian and Urdu, Philosophy, Economics and Politics, Physics, Chemistry, Mathematics, and Law. In the first academic year, the total number of teachers was 60 and students were 877. From the beginning a distinctive feature of the University of Dhaka was its residential system. All students of the University were either residents or attached to the halls. The three halls established for this purpose were Dhaka Hall, Jagannath Hall, and Salimullah Muslim Hall. After the independence of 'Peoples Republic of Bangladesh', this university came under the control of Bangladesh according to the 'Bangladesh Ordinance 1' concerning university rules. Now this university has been conducted by the Rule No. 11 of the 'President Ordinance' which was passed in 1973 (Barshik Protibedon, 2005).

Now the university includes 10 faculties, 77 departments and 11 institutes. At present, approximately 30,015 students are enrolled in this university and are taught by almost 2059 teachers. 546 officers and 3,155 employees are working now in this university (UGC Annual Report 2014).With sixteen residential halls, and one hall for international students, the university is at this moment one of the leading institutions of higher education in Asia. The University of Dhaka is dedicated to the advancement of learning and is committed to promoting research in all fields of knowledge. New research projects are undertaken every year. Six half-yearly English journals and one ten-monthly Bengali journal are published by six faculties regularly. Ten more research journals are published by individual departments (Present study and DU website, 2015).

Location with Address: This largest and oldest university of the country is situated on 258.02 acres of land in the pleasant atmosphere of Ramna in the capital city of Dhaka. Its full address is University of Dhaka, Ramna, Dhaka-1000 (DU website, 2015).

Dhaka University Library

Dhaka University Library started as a part of the Dhaka University on 1 July 1921. Dhaka University Library began with 18,000 books inherited from the libraries of the former Dhaka College and Dhaka Law College. F.C. Turner, the former principal of Dhaka College was the first librarian of the Dhaka University Library and Fakhruddin Ahmed succeeded him in the post in 1922 (univdhaka, 2015).

The relevant information furnished below about Dhaka university library has been collected from DU website.

Dhaka University Library Buildings

The Dhaka University Library comprises of three buildings: the administrative building, the central library building and the science library building.

Library Administration Building: Administration section, Book collection, Book binding, Old Magazines and United Nations publications collections section, manuscript section etc. are found here.

Central Library Building: Rare book section, Reference section, Periodical section, Daily magazine, Computer room, Current journal, books and magazines of Arts faculty, Social science faculty, Business studies faculty and Law faculty are located here.

Science Library Building: Science related books, magazine, reference materials, journals and periodicals are found here (univdhaka, 2015).

Facilities

The following facilities are provided by Dhaka university library:

1. **Library Software:** A modern Library Software is being prepared for use in the library automation work with the consultancy and technical assistance of the Center for excellence under the guidance of library staff.

2. **Cyber Center of the Library:** The establishment work of the Cyber Center of the Library with 27 computers has already been completed. At present the students, teachers and researchers are getting internet services through Cyber Center.

3. **Online Journal:** Reading and downloading facilities have been extended to the students, teachers and researchers; as a result they can read and download more than ten thousand foreign journals of 16 publishers free of cost. Besides, title index of on line journals have been sent to departmental chairpersons, directors of institutes and important office heads.

4. **Digital Borrowers ID Card:** Borrowers digital ID cards have been issued to 791 students, teachers, officers, employees and registered graduates. Now the total number of digital borrowers ID card stands 1565.

5. **Automated Issue System:** Automated issue systems are introduced in the library with the help of trained employees. The books of the library are inputted and bar-coded containing all information of related and user. These books are being issued on both automated and manual systems. At present the automation work is running by 26 computers, 5 bar code scanners and 2 flatbed scanners.

6. **Internet Service:** Internet service is given to the students, teachers and researchers; as a result, they afford to read and download their desired information.

7. **Carrel Booking:** Carrels are available in the main library that can only be reserved by the faculty members or researchers for higher studies (Present study and DUL website, 2015).

Resources: The library holds a collection of more than 6,17,000 volumes, including bound volumes of periodicals. In addition, it has a collection of over 30,000 manuscripts on various languages and a large number of microfilms, microfiche and CDs Tracts (booklets, leaflets, pamphlets, and puthis) have been procured in microfilmed copies. Some rare books and documents have also been collected in microfilm form. In the same way, rare books and reports, puthis, Bengali Tracts and private collection of Buchanan on Bengal have been acquired from the British museum. It subscribes to over 300 current foreign journals. There are 218 officers and staff engaged with one Librarian (Development and Planning), one Librarian-in charge (Administration), four Deputy Librarians, twelve Assistant Librarians and one junior Librarians in the library under the supervision of a Library Advisor (UGC Annual report, 2014).

Services: The library offers all services, including reading room, photocopy, computer printing and readers' guidance. General text books can be borrowed for home reading by faculty members for a stipulated period. Students of the faculties and departments located in the main campus (known as the Arts campus) can borrow books for home reading from the Seminar section only. They are offered a full reading room use service for other holdings (books, journals, periodicals etc.). Only old and rare manuscripts, microfilm and microfiche in digital form are available for CD/DVD Write. Computer terminals are available for use by faculty members and students to search the library OPAC. There are also an historical 'sheaf catalogue' for older materials. Internet services to faculty members and research students have already begun in December 1998. This has been specially organized to support the Research and Development activities. Some old and rare documents are kept in microfilm or microfiche format which are preserved in reprography section. Library users can use their own laptops in the library (univdhaka, 2015).

Rules and Regulations

1. The library remains open from Sunday to Thursday from 8:00 am to 9:00 pm. On Friday, it is open from 3:00 pm to 5:00 pm and on Saturday from 10 am to 8 pm and is closed on Friday and other holydays. It shall be wholly closed on University holidays and will not be closed during the Annual Inspection. No books shall be issued to students for use in the Reading Rooms within the last half-hour previous to daily closing.

2. Students of the university who have obtained the necessary admission card shall be entitled to have not more than two books at one time for use in the Reading Rooms set apart for them, but they shall not be allowed, except as hereinafter mentioned, to take books outside the library premises.

3. Members of the Senate, the Syndicate and officers of the university not more than 5 volumes at a time and members of the teaching staff of the university not more than 10 volumes at a time. The period of retention of books shall be of 14 days in cases of members of the Senate, the Syndicate and officers and 30 days in case of members of the teaching staff. The librarian may refuse to issue any further books till all overdue books are returned or all charges cleared.

4. Scholars from outside the university, with the permission of the university librarian, can use library resources (DUL website, 2015 and present study).

Users: Teachers, students, researchers, faculty members, officers and employees of this university can use the library every day except holidays. But outsiders can use the library with special permission of the library authority.

Future Plan

1. The library is trying to be a modern library of the country.

2. The library is in the process of automation.

3. The authority is actively considering to introduce the RFID technology.

4. The library authority is in the process of modernizing the library including KOHA software.

HEQEP Project: Dhaka university library is implementing HEQEP project (200.00 lac taka) under 3rd round AIF 2014-20015 award by UGCBAIF for digitization of handwritten manuscripts, old newspapers and rare collection of DUL (window: 3).

2) Rajshahi University

In 1919 on the basis of the report of Sadler Commission Rajshahi city was selected for establishing a university in the northern part of East Bengal. On 31 March 1953 the second largest university was established according to the Rajshahi University Act 1953 (the east Bengal Act xv of 1953). The Old Portuguese trading post known as Barakuthi building situated on the bank of the river Padma was used as the residence and office of the Vice-Chancellor and various administrative units. The university started functioning from 1954-55 sessions. The academic activities started in Rajshahi Government College and some rented buildings with seven departments namely English, Economics, Mathematics, History, Philosophy, Education and Law with 161 students including 5 female students from 1954-55 sessions. The famous Fuller Hostel of Rajshahi Government College was used as the first hostel of Rajshahi University. The building known as Lalkhuthi was used as women's hostel. After the independence in 1972 this university came under the control of Bangladesh according to the 'Bangladesh Ordinance'. Now this university has been conducted by the ordinance of 'Rajshahi University Act 1973' (Barshik Protibedon, 2005).

Now the university includes 8 faculties, 50 departments, 5 institutes and 16 residential halls including 4 ladies halls. In 2012-13 academic sessions the number of students was 33456 and teachers are 1249. Now 2100 officers and 1587 employees are engaged in this university (UGC Annual Report 2014).

Location with Address: In 1964 the university was established permanently on 732 acres of land at Motihar 6 miles to the east of the Rajshahi city. Its full address is Rajshahi University, Rajshahi-6205 (UGC Annual report 2014).

Rajshahi University Library

Rajshahi University library was established in 1955 aiming to support the instructional and research program of the University. Initially The Rajshahi

University Library started functioning at "Boro Kuthi" in the heart of the Rajshahi town. After one year the university library moved to the B.B. Hindu Academy, a high school established in1898. For three years the library remained there serving all teaching staff/departments. By the end of 1958 when physics and chemistry departments were opened, a part of the library was transferred to the campus and housed in a room in the physics building. Gradually, as more departments were shifted to the campus Motihar Kuthi, an old historic building, was used for the branch of library to make room for growing number of books and students. Due to shortage of accommodation, Motihar Kuthi was vacated and part of the library was again sifted to a room in the first floor of the physics building, while the other part was transferred to a tin shed hostel. The shifting of the Rajshahi University Library to its present location in 1964 at Motihar Green has led to a great improvement in reading room and other facilities (ru.ac.bd, 2015).

Rajshahi University Library Building

Rajshahi University Central Library is situated at the heart-centre of the university. The present library building has a total floor area of 54500sq.ft. (approximately). Stack area 19300sq. ft., reading area 25700 sq. ft., staff working area 7300 sq. ft. and other areas are 2200 sq. ft. It is a very nice and modern three-storied building having spacious reading room on the first and second floors, each specializing in some topics or aspects of collections (Mostafa, 2004). The ground floor of the building is used for storage and lending, the nicely designed well-ventilated first floor for reading rooms and the second floor for cataloguing, automation and administrative activities.

Facilities: There are administration, acquisition, processing, circulation, stack, rare, reference, documentation, periodical, reading rooms, reprographic, binding, preservation and computer unit in Rajshahi University library. The library administration coordinates and administers all the activities of different sections of the library. The library has arranged all its reading materials according to 23rd edition of Dewey Decimal Classification Scheme and AACR2. The library maintains its circulation services through its lending section for issuing books to teachers, students, fellows and staff of the university (Nazim Uddin, 2009).

Resources: At present the Rajshahi University Library has 4,03,768 books (rare book 3741), 42,400 journals, 3824 thesis, 3547 bound newspaper, 246 reprints, 2000 e-journals, 643 audio-visual materials and some microform and machine readable materials. In this library 97 officers and staff are engaged with four Deputy Librarians and three Assistant Librarians under the supervision of a Library Administrator (Rajshahi University Library Brochure, 2013).

Services: The services of the library include inter alias document delivery, current awareness services, bibliographical and literature searching services, guide and preparation of reports for researchers, giving advice to solve the individual inquires and photocopy services.

1. **Periodical Services:** All periodicals and newspapers (Daily, weekly, monthly and annually) are provided to all users for reading only in the periodical room. But only teachers of Rajshahi University and permitted MPhil/PhD Fellow can use the bounded newspaper of the periodical section.

2. **Reprographic Services:** The library provides the photocopying services of all reading materials (excepting M.Phil/PhD thesis and rare books and periodicals) to all users.

3. **Computer Services:** The library provides computer services with internet facilities to all Master's students of the university.

4. **Bibliographical and Documentation Services:** The library serves the reprints of various types of lists of foreign journals, current materials and on demand bibliographical services.

5. **Lending Services:** All readers can get library materials by issuing library card (Rajshahi University Library Brochure, 2013).

Rules and Regulations

1. The library remains open from Saturday to Thursday from 8:00 am to 8:00 pm and Fridays from 3:00 to 8:00 pm and closed on holidays.

2. General stock of books of the library is closed access but the library has open access system in the reading rooms.

3. Faculty members are entitled to borrow 15 books for a period of 60 days, students can use two books for 15 days, research fellows can borrow five books for 30 days, Syndicate and staff members are entitled to borrow four books for a period of 30 days from the library.

4. Handling of overdue, fines and hold requests are done in the circulation desk.

5. Rare books, reference books periodicals, manuscripts and books valuable for users' illustration are not allowed to issue from the library (Nazim Uddin, 2009).

Users: Teachers, students, researchers, faculty members, officers and employees of this university can use the library every day except holidays. But scholars from outsider and overseas scholars can utilize library resources after seeking the permission of the university librarian.

Future Plan

1. The university authority has a plan for full library automation and as such a pilot project for its automation has already been started. The university has also appointed a consultant for this purpose.

2. The authority has kept a provision in the Fifth Five-year Plan for construction of a separate library building for science faculties.

3. The authority has a networking plan of e-library with Cambridge University under the UGC Project. (Rajshahi University Library Brochure, 2013)

HEQEP Project: Rajshahi university library is implementing HEQEP project (329.41 lac taka) under 3rd round AIF 2014-20015 award by UGCBAIF for automation and digitization of Rajshahi University Central Library (window: 3). Under this project the library is cataloguing all reading materials using KOHA software.

3) Bangladesh University of Engineering and Technology

Bangladesh University of Engineering and Technology, abbreviated as BUET, is one of the oldest, most prestigious and only leading institutions for higher studies on Engineering and Architecture in Bangladesh. The history of this institution dates back to the days of Dhaka Survey School which was established at Nalgola, in Old Dhaka

in 1876 to train Surveyors for the then Government of Bengal of British India. As the years passed, the Survey School became the Ahsanullah School of Engineering offering three-year diploma courses in Civil, Electrical and Mechanical Engineering. In recognition of the generous financial contribution from the then Nawab of Dhaka, it was named after his father Khawja Ahsanullah. It moved to its present premises in 1912. In 1947, the School was upgraded to Ahsanullah Engineering College as a Faculty of Engineering under the University of Dhaka, offering four-year bachelor's courses in Civil, Electrical, Mechanical, Chemical and Metallurgical Engineering. In order to create facilities for postgraduate studies and research, Ahsanullah Engineering College was upgraded to the status of a University in 1962 and was named East Pakistan University of Engineering and Technology. After the war of Liberation in 1971, Bangladesh became an independent state and in 1972 the university was renamed as the Bangladesh University of Engineering and Technology (According to Bangladesh Ordinance).

It has a compact campus with halls of residence within walking distances of the academic buildings. The physical expansion of the university over the last three decades has been impressive with construction of new academic buildings, auditorium complex, halls of residence, etc. About 10,066 students are pursuing undergraduate and postgraduate studies in engineering, architecture, planning and science in this institution. At present, BUET has 16 teaching departments under 5 faculties and it has 5 institutes. A total of 650 teachers are teaching in these departments and institutes. 189 officers and 896 employees are working in this university (UGC Annual report 2014).

Location with Address: The BUET campus is in the heart of the capital city of Dhaka. At present the campus occupies 76.85 acres (31.1 hectares) of land. The academic area is confined in and around the old campus occupying 30.24 acres (12.24 hectares). Its full address is Bangladesh University of Engineering and Technology, Shahid Sharani, Bakshi Bazar road, Dhaka (Mostafa, 2004).

BUET Library

The BUET Central Library has its own separate building approximately 20,000 square feet in space and is in close vicinity to the other academic buildings. The library hosts a vast and diverse collection of books, journals, monograms and periodicals of

academic interest. It also includes a free Internet browsing facility to facilitate research and academic activities of students and faculty members (buet.ac.bd, 2015).

BUET Library Building

The library is housed in a 4-storied building of its own having approximately 20,000 sft floor space and stands close to the academic buildings. It is a compact library with built in facilities to provide various services to students, teachers and researchers and to perform administrative and technical jobs (buet.ac.bd, 2015).

Facilities

1. **Reading Facilities:** The entire second floor of the library is dedicated for individual study and group discussion of the students. Multiple copies of different textbooks are available in the counter. The students can issue books on production of ID card and library card from the counter and use these within the library and are not eligible for check out. Approximately 200 students can use these facilities at a time. There is also provision for 60 individual studies of researchers, faculty members and post-graduate students in the first floor. The "Rashid Chair" is also located in the first floor.

2. **Internet Facilities:** Internet search facilities are available in the library. Two lines are dedicated for this purpose. These are librarian@library.buet.ac.bd and buetlib@bd.drik.net. The faculty members and officers of the university are eligible for getting this service.

Resources: BUET central library has an extensive compilation of books, journals, periodicals and monographs of the relevant engineering fields. The Central library has a collection of 1,42,913 items of information materials. Among the materials, 1,25,066 and 17,847 are books and bound periodicals respectively. Besides, 141 titles are in the current subscription list of journals. Per year 1500 volume are added to this library.

1. The **main collection** consisting of books and monograph is housed in the 3rd floor arranged according to the Dewey Decimal Classification number, so that documents on the same or related subjects are together. Each of the rows of racks

has been posted with an indicative list of subjects of documents in the corresponding row. The central catalogue is divided into author, subjects and titles are also placed in the 3rd floor.

2. The **journal collection** consists of current journals arranged alphabetically by title, kept in the first floor and bound journals which are arranged by Dewey Decimal classification number on the shelves in the same floor. To get access to them contact the reference desk for assistance.

3. **Abstracts and indexes** are shelved alphabetically by title on the shelves in the first floor.

4. The **reference collection** can only be used within the library. It consists mainly of encyclopedias, dictionaries, handbooks, world almanac, manual etc., is housed in the first floor.

5. **BUET publications and theses**, such as research reports dissertations, project reports, reprints and technical notes are also shelved separately in the first floor.

6. **Reserve collection of textbooks** and course material selected by faculty members are kept "on reserve" behind the circulation desk. These are loaned out for short periods of a few hours to users with special permission from the librarian.

7. **Other resources** include university catalogue, maps, CDROMs, floppies, tapes and audio-visual material are kept in the first floor. Books having multi-media attachments are kept in the third floor.

8. **Staff resources** are very experienced to provide right materials to right users in right time (buet.ac.bd, 2015).

Services

1. **Bibliographic and Abstracting Service:** Assistance in providing and preparing bibliographies, indexes and abstracts on request.

2. **Current Awareness Service:** Current awareness service is provided through photocopies of content pages of current journals and is circulated to different faculties.

3. **Document Delivery Service:** Faculty members, postgraduate students and researchers of the BUET can make request for the documents not available at BUET library. These documents are collected and delivered free of cost.

4. **ISBN and ISSN Service:** ISBN and ISSN are obtained for BUET publications on request.

5. **Photocopying Service:** Photocopying of complete books is not allowed. Users are responsible complying with the Copyright Act. Photocopying charge is Tk. 0.50 per impression and lecture notes of teachers are provided free of cost. The faculty members and students need to buy photocopy coupons from the library by depositing money in the bank account of BUET and attach required number of coupons along with the request form for copying purpose. Cash money is not entertained.

6. **CDROM Search Service:** Facilities for browsing and searching of CDROM of books, journals, encyclopedia etc. using micro-computers are available in different floors of the library. Members of the faculty are eligible for issuing CDROM on request.

7. **Rental Library Services:** The Rental Library is situated in the ground floor of the library. Multiple copies of textbooks are kept there. These books are loaned out only to the under graduate students for a term at a nominal fees 10% of the total cost of the books. The students are required to deposit money against their books in the bank account of BUET (Website of BUET library, 2015).

Rules and Regulations

1. ID card would be shown at the checkpoint of the library.
2. No books, periodicals or other materials shall be removed from the library premises without being registered at the circulation counter.
3. Readers should not interfere with the comfort of other readers, make noise, cause damage to the library property or disfigure or mutilate or mark with ink or pencil a book, periodical, CDROM, or any other library material in any way. Reading halls are meant for individual study only. There are separate areas for group study also.
4. All reading materials and if required, the contents of all briefcases etc. which are being taken out of the library, are subject to inspection at the check point.
5. No broadsheets, handbills, newspapers, advertisements, or other materials (other than approved, official notices of the library or of BUET) be distributed or displayed within the library (buet.ac.bd, 2015).

Users: Teachers, students, researchers, faculty members, officers and employees of this university can use the library every day except holidays. But outsiders can use the library with special permission of the library authority.

Future Plan: The library has a plan to set up an institutional repository applying automated facilities. There will be also remote access in the library.

HEQEP Project: The BUET library is implementing HEQEP under 2nd round AIF 2012-2013 (window: 3) 345.54 Lac taka award by UGCBAIF for digitization of its central library now (Zillur, 2013).

4) Bangladesh Agricultural University

According to East Pakistan Act, Bangladesh Agricultural University (BAU) was established as the nation's only university of its kind in 1961 on the basis of recommendations made by the commission of National Education and the Food and Agriculture Commission in 1959. After the independence in 1972 this university is named Bangladesh Agricultural University according to the 'Bangladesh Ordinance'. The Scheme for the establishment of BAU was finalized on 8 June 1961 and its ordinance was promulgated on 18 august 1961. With the appointment of its first Vice-Chancellor, the university formally came into existence on 2 September 1961 and started functioning with the College of Animal Husbandry and Veterinary Science at Mymensingh as its nucleus. The main task of the university is to tone up the quality and standard of higher agricultural education and to produce first rate agriculturists, agriculture scientists and technologists for shouldering the responsibilities of agricultural development of the country. At present, the university includes 7 faculties, 43 departments and 1 institute. In 2012-13 academic sessions the number of students was 5828 and teachers are 568. Now 379 officers and 1833 employees are engaged in this university (UGC Annual Report 2014).

Location with address: The university campus with an area of 485 Hectares is located in scenic rural surrounding on the western bank of the river of old Brahmaputra, 3 km south of district town of Mymensingh and 120 km north of Dhaka, the capital city of Bangladesh. Its full address is Bangladesh Agricultural University, Mymensingh (Manual of Bangladesh Agricultural University, 2013).

Bangladesh Agricultural University Library

Bangladesh Agricultural University library came into existence as East Pakistan Agricultural University Library in 1961 just with the inception of the University itself. It started with the miniature collection of 5000 volumes of the East Pakistan College of Veterinary Science and Animal Husbandry. The library is situated at the centre of the university campus (Manual of Bangladesh Agricultural University, 2013).

Bangladesh Agricultural University Library Building

The university library, which was started in a single room of administrative building, moved to its new building in the early part of 1969. The building was a two storied fully air-conditioned building having a total space of 44,000 sq.ft. Now the present three storied building has a space of 66,000 sq.ft. Librarian's Chamber and office, procurement processing, audiovisual and documentation sections of the library are in the 2nd floor. Readers' services section is in ground and 1st floor (Manual of Bangladesh Agricultural University, 2013) .

Facilities: Library facilities are open to all students, teachers, officers, staff and other persons, associated with this university. Outsiders, engaged in education and researches are allowed to use library facilities on permission. It is being gradually provided with all modern library facilities.

1. **Internet Services:** The library has started Internet Search Services with the help of SDNP since 2003 by establishing a Cyber Centre. After the SDNP Project ends on 31 December2005, the library has been connected to a Private Internet Service Provider for Internet Search Services.
2. **Computer Services:** Computer search services from CD-ROM and Floppy diskettes are provided.
3. **Audio- visual and Documentation Services:** Audio- visual and documentation services are being provided. Programme has been undertaken to create databases for current holdings and back loads.
4. **Networking Services:** The library is in touch with Internet Project under 'BERNET'. It has made linkages with CUDOS (Commonwealth Universities Database Online Services) of ACU (Association of Commonwealth Universities) and COMSTECH, a

inter- library resource network service of OIC member states. The library has become a member of Global Research Management Network of ACU and UNAL (UNESCO Network of Associated Libraries). The library are availing free access to AGORA (Access to Global Online Research in Agriculture), OARE, HINARI, DOAJ (Directory of Online Access Journals) and medical journals website AMEDEO (Manual of Bangladesh Agricultural University, 2013)   .

5. **Library Security System:** Library has RFID tagging with security gate preparing.

Resources: At present the Bangladesh Agriculture University library has 1,84,942 books (text book 166286 and theses 18656), 38,581periodicals, 520 project repots, 547 bound newspaper, 2021 e-journals, special collections of WHO, IRRI, UUNICEF and all agricultural institutes, 1731 audio-visual materials with some microform and machine readable materials. The library provides various databases on FAO, AGRIS etc. In this library 98 officers and staff (Professional 18, semi- professional 5 and non-professional 75) are engaged for providing better library services (BAU Library website, 2015).

Services

1. Reader's Services: It includes reading room service, reference service, periodicals service, reserve service, book stack service, text book service, rental service and lending services for the potential users.

2. Documentation Services: User can get internet search services, computer search services from databases on Diskettes and CD-ROM, document delivery services, CAS (Contents base), newspaper indexing services, bibliographical services and networking services.

3) Audio-Visual and Reprography Services: The library provides very enrich services like weekly documentary film show (video and 16mm) service, audio cassette service, record player service, microfiche projection service, microform projection service, slide projection service, overhead projection service, video and audio recording service, opaque projection service, photocopying service (Manual of Bangladesh Agricultural University, 2013)   .

Rules and Regulations:

1. The library remains open from Sunday to Thursday from 8.00 am to 8.00 pm, Saturday from 8.00 am to 2.00 pm and closed on Friday and all holidays.

2. The library remains open to all members of the teaching staff, officers, other member of university, students of this university and also the outsiders permitted to use the library during hours as specified in rule.

3. Persons not connected with the university may be allowed to use the reading room of the library by permission of the librarian. In such case, the applications must be recommended by the 'Guarantor' as defined in ordinance.

4. Class notes and exercise books may be allowed to be taken inside the library subject to checking at the gate at the time of departure.

5. Books issued for study in the respective reading room shall not be removed elsewhere without specific permission.

Users

Teachers, students, researchers, officers and employees of this university can use the library every day except holidays. But Syndicate members and outsiders can use the library with special permission (Manual of Bangladesh Agricultural University, 2013).

Future Plan

The library has various future plans, such as: (Manual of Bangladesh Agricultural University, 2013)

1. Establishing Network with NAIS libraries through NAIS initiated by AIC.
2. Establishing Network with other university libraries through BERNET initiated by UGC.
3. Establishing e-Union Catalogue for resource sharing within the university libraries under BUGC.

4.   Implement Barcode system in lending library materials.

5.   Successful operation of Local Area Network (LAN) to computerize internal activities of our libraries and to connect faculty members.

HEQEP Project: Bangladesh Agricultural university library is implementing HEQEP project (449.00 lac taka) under 2nd round AIF 2014-20015 award by UGCBAIF for ICT-Based Automation of Bangladesh Agricultural University Campus (window: 3).

5) Bangabandhu Sheikh Mujib Medical University (BSMMU)

The university started as Government-controlled postgraduate institution named Institute of Postgraduate Medicine and Research (IPGMR) popularly known as PG Hospital. It was established in December 1965. For expanding Higher Medical Education and Research in the country, the Government of the Peoples' Republic of Bangladesh has upgraded the IPGMR into an autonomous Medical University which is named as "Bangabandhu Sheikh Mujib Medical University" (BSMMU) by the Act (No. 1, 1998) of the National Assembly of Bangladesh in 30 April, 1998. (Library Brochure: P.1) It has an enviable reputation for providing high quality education of different levels such as Diploma, MD, MS, MPhil and FCPS. Now the university includes 6 faculties and 39 departments. In 2013-14 academic sessions the number of students was 1928 and teachers are 450. Now 1623 officers and 2935 employees are engaged in this university (UGC Annual Report 2014).

Location with address: The university is located at the Shahbag area of the capital city of Dhaka. Its full address is Bangabandhu Sheikh Mujib Medical University (BSMMU), Shahbag, Dhaka. (Library Brochure of BSMMU 2013)

BSMMU Library: The university has a well-equipped modern academic library known as BSMMU Central Library. It is located at the 4th and 5th floor of 'A' block building having approximately 22,800 sq. ft. floor space. The library can accommodate over 750 users at a time in its well-furnished reading area. Users can study in the library using the assign area location, such as general reading area in the 4th floor at east side, archival Section in the 4th floor at west side, Prof Dr. Taimur A K Mahmud Digital Library in the 5th floor at east side, Muktizuddha Corner in the 5th

floor at north Side, Group Discussion area in the 5th floor at south side and Audio Visual and Reference Section in the 5th floor west side (Present survey and BSMMU library website, 2015).

Facilities

1. All collections of the Central Library are possible to search by library management software system which is named as Library Management System "LMS". Materials are loaned on presentation of member's valid identification card.

2. Recently the library is introduced Digital Library which has 13 computers with browsing facilities (Library Brochure of BSMMU, 2013).

Resources

1. **Library Book Collection:** The library collection consists of over 26551 volumes of books covering the subject areas are all branches health sciences, nursing, clinical and educational needs of its clients. The library books and monographs are arranged according to the National Medical Classification Number, so that documents on the same or related subjects remain together.

2. **Journal Collection:** The journal collection consists of 4630 volumes of bound journals and international journals and subscribed / donated local journals 57 and foreign journals 106. The library has been receiving a large number of titles of periodicals and other publications every year. These are in the form of Bulletin, Journal, Research paper, Review, magazine etc. Like other resources BSMMU Central Library has been started indexing of articles of journals and newspapers to quench the thirst of information seekers.

3. **Digital Collection:** The Digital library also supports more than 10,000 electronic journals full text using HINARI (Health Inter Network Access to Research Initiative) and AGORA (Access to Global Online Research in Agriculture) and PERI (Programme for Enhancement of Research Information) website. Through University Local Area Network all departments has access to the central library.

4. **Reference Collection:** The reference collection can only be used within the library. It consists mainly of encyclopedias, dictionaries, handbooks, world almanac, manual, WHO and other organizational reports etc.

5. **BSMMU Publications and Theses:** BSMMU Publications and Theses such as: research reports, thesis/ dissertations are shelved in the stack area.

6. **Other Resources:** Other resources include maps, atlases, CDs/DVDs, floppies, tapes and audio-visual materials are kept in the journal and reference section. This library is the depository library of the World Health Organization (WHO) has 1583 copies of publications.

7. **Library Manpower:** At present 7 officers, 18 staffs working in the library and 2 security personnel at the entrance (Library Brochure of BSMMU, 2013).

Services: The main task of the library is to satisfy its readers by rendering need oriented services. Such as:

1. **Bibliographic and Abstracting Service:** Assistance in providing and preparing bibliographies, indexes and abstracts on request.

2. **Current Awareness Service:** Current Awareness Service is provided through photocopies of content pages of current journals, which are circulated to different faculties.

3. **Document Delivery Service:** Faculty members, postgraduate students and researchers of the BMMSU can make photocopy on request for the documents not available at the Central Library. These documents are photocopied on collected and delivered on the basis of actual expenditure.

4. **ISBN and ISSN Service:** ISBN and ISSN numbers are obtained for BSMMU publications on request.

5. **Photocopying Service:** Photocopying of complete books is not allowed. Users are responsible complying with the copyright Act. Photocopying charge is Tk.3.00 per impression and Tk 4.00 for both pages.

6. **CDROM Search Service:** Facilities for browsing and searching of CDs of books, journals, encyclopedia etc. using micro-computers are available in the library. Members of the faculty are eligible for issuing CDs on request.

7. **Internet Search Service:** Internet is quickly becoming the communication medium of choice for millions of people. The Internet is a massive resource of information to which anyone can connect and from which anyone can receive required data. This service is done in the digital library. To get this service BSMMU users need to be a member by depositing Tk.1500.00 for Central Library and Tk. 2000.00 for Digital Library and Tk 2500.00 for non BSMMU members in the library bank account for a year.

8. **Reference Service:** The reference staff can assist in locating information and provide instruction in the use of the reference materials and sources such as journals, abstracts, indexes, dictionaries, encyclopedia, handbooks, reports, manuals etc. List of new arrivals, Who publications, theses and manuals, current journals, bound journals, CD/DVD and content pages of current journals are kept at the reference desk.

Rules and Regulations

BSMMU Central Library is open on all working days except during declared public and weekly holidays. The library remains open from Saturday to Thursday from 8:00 am to 8:00 pm exception for reading area. This area remains open from Saturday to Thursday from 8:00 am to 10 pm and on Fridays it remains open from 3:00 to 8:00 pm and closed on holidays.

1. Library ID card would not be transferable. Members can borrow books, CDs/DVDs or other library materials for reference use only.

2. No broadsheets, handbills, newspapers, advertisements, or other materials (other than approved, official notices of the library or university)

3. Members should not be allowed to move books, theses, journals and other materials from their specific area to another area.

4. A member must obtain clearance from the library at the time of receiving his/her course completion certificates or at the event of separation from the university and faculty members and officers obtain clearance from the library at the time of departure / leave his or her job, by returning all books and materials issued against him. He/she should also surrender the library card at that time.

Users: Faculty members, students, researchers, medical officers, honorary doctors of BSMMU, and doctors of the other Medical Institutes (depends on seat capacity) can

be member of this library. On an average more than 1000 users use this library every day (Library Brochure of BSMMU, 2013).

Future plan: An online circulation system of the library will be started soon. (Library Brochure of BSMMU, 2013)

HEQEP Project: The BSMMU library has been implementing enrichment of its central library project (window:3) under 1st round AIF award by UGCBAIF of HEQEP during the year 2011 to 2012 about 400.00 lac taka (Present Study and BSMMUL Website, 2015).

b) Private Universities and their Libraries

1) Independent University of Bangladesh

Independent University, Bangladesh is also known by its acronym IUB. It is a private sector university with its main campus in Dhaka and an extended campus in Chittagong, the port city of Bangladesh. The University was established in 1993 (under the Private University Act of 1992) with professional support from some renowned national and international academics as a pioneer private university. It stands out in our region as a seat of intellectual and creative activities. IUB now offers fifteen undergraduate and five graduate programmes in twenty disciplines under four schools – Business, Communication, Environmental Science and Management and Liberal Arts and Science. At present, approximately 5,376 students are enrolled in this university and are taught by almost 89 teachers. 70 officers and 120 employees are working now in this university. The effort is to make the courses comprehensive to achieve the objective of preparing the students for successful careers and instill in them the values of lifelong learning. The University has forged close links with the government, the business and the industry as well as with the universities abroad to make teaching and research relevant and responsive to the needs of the country. It has two research and one continuing education centres to maintain close links of the University with the society through their activities (iub.edu.bd, 2014).

Location with address: The library launched in a floor having around area of 63635 sqft at Plot 16, Aftabuddin Ahmed Road, Block B, Bosundhara R/A, Dhaka-1229 and traveled to to-days address as IUB Central Library (iub.edu.bd, 2014).

Independent University, Chittagong - a separate, full-fledged university, established under the ESTCDT Trust of the Independent University, started its journey on 6 February 2013 in Jamal Khan area of Chittagong.

IUB Library

The library is truly the heart of the Independent University, Bangladesh (IUB). It has been growing with the young university constantly serving the vibrant community of students and faculty since its inception. In 1993 the library occupies three floors for stacking reading materials, accommodating readers in reading rooms and the library personnel at work places. The library emphasizes services to clients, at the same time trying to increase their self help-and self-service capacities. The Library is the major contributor to the university's aim of developing independent learners (iub.edu.bd, 2014).

Facilities

1. **Computer Facilities:** The central library possesses 35 computers for its day to day operations and to provide computing and browsing facilities to its users. Sixteen computers are dedicated for user surfing on the Internet. There are two servers in the library – one serves as database server and another as web server.
2. **Job Facilities:** The library regularly offers number of job opportunities on part time basis to the IUB students under the Campus Employment Programme of the university. Every semester more than thirty students work in different areas of the library.
3. **Attachment Programme:** IUB library offers an attachment programme for the library professionals who want to know and practically observe the functionalities of library automation system practiced in the IUB library system. Acquisition, processing, circulation and web solution are the main features that are made understandable to the participants (Library Brochure of IUB library, 2013).

Resources

The library's collection is geared to the information pertinent to its curriculum and services. Most of the collections of the IUB Library are closely related to the university's courses and those are classified, catalogued and displayed using international professional standards. The Library resources include books, periodicals, university catalogues, newspapers, audiocassettes, video cassettes, DVD/CDs, data disks etc. At present the users of IUB Central Library and other unit libraries like, Environment Management Library and Population Library, Dhaka have accessed to around 23,676 books, 2163 audio-visual materials, 12162 current periodicals and 11 national daily newspapers in both Bangla and English. In addition, the Chittagong Campus Library has around 6400 books, 1150 audio-visual materials, 40 periodicals and 10 daily newspapers. IUB library users can access more than 6,000 online journals at present.

The library has exploited the latest information technology to improve services and operating efficiency. Catalogues, information searching issue of stocks and return of those have been automated and the ranges of information available to clients have been increasing. The resources those the IUB library is collecting broadly categorized into sixteen areas: Engineering, Environment Management, Health and Population, Language and Literature, Mathematics and Art, Culture and History, Business, Chemistry and Physics, Communication, Computer Science, Economics, Education, Statistics, Political Science and Public Administration, Science General, Social Science and General Collection.

Periodicals: The library has been receiving a large number of titles of periodicals every year. These are in form of bulletin, journal, research paper, review, magazine etc. Like other resources IUB library has been started indexing of articles of journals and newspapers using CDS/ISIS to quench the thirst of information seekers.

Personnel: One librarian and five assistant librarians are trying to provide the best quality services to the users (iub.edu.bd, 2014).

Services: The library provides invaluable resources to gather knowledge, the Centre for Information and Technology Services as well as the school computer centers offer online search facilities to assist students in finding information for course work, the

specialized laboratories provide the necessary research facilities to support studies and projects, the counseling system guides the students in academic planning and the Department of Career Guidance and Placement assists students in choosing their future careers.

The library renders the following major services:

1. **Reading Room Services:** Over six hundred and fifty users can sit together in the reading rooms of the IUB Central Library.

2. **Lending Services:** The lending procedure is automated with the Barcode Technique. An undergraduate student himself/herself may borrow three general materials for 10 days and may be renewed for further loan periods after producing those at the counter personally. Faculty members can borrow fifteen books for 45 days and may be renewed these at the counter personally. Officials may borrow library materials for 30 days and may avail of the borrowing facilities after having the membership.

3. **Library Online Database Services:** IUB library is the first to host online database among the private university libraries in Bangladesh. IUB library has consistency and stability in its all types of in-house as well as user-centric services. Unlike other university libraries IUB library professionals from junior librarians to head librarian all are technically and professionally sound. IUB library professionals have designed its online database without hiring any software engineering people which is serving the users to search the databases with print facility and can be accessed 24x7. The link for the Online Database is in the Library Home Page.

4. **In-House Computerized Catalogue Services:** A computerized campus-wide information service has been developed for information management. The Library maintains a computerized catalogue using the Mini/Micro CDS/ISIS and the library makes available a searching procedure for its valid users.

5. **Union Catalogue Services:** The library has been linked with a web based union catalogue through the Sustainable Development Networking Programme (SDNP)- a project of UNDP. This holds three databases of IUB library, one for books and another for periodical articles of Dhaka Campus and one more for Chittagong Campus. Search bellow for IUB Library Databases.

6. **Information Services:** An on-demand information retrieval service is available for all clients. In addition, the library maintains the news clipping covering 40 titles and new arrivals, which publishes monthly with the list of books received in the previous months. The library also provides indexing and current contents services. Current contents publishes twice/thrice a month, which includes the copy of the content pages of the periodicals received in the last couple of weeks.

7. **Photocopy Services:** Only the faculty members may get photocopies from the library materials if it permitted under the national and international copyright laws, rules and regulations.

8. **Internet Searching Services:** Today Internet is quickly becoming the communication medium of choice for millions of people. The Internet is a massive resource of information to which anyone can connect and from which anyone can receive required data. To provide faster and up-to-date data the IUB library provides Internet searching services to its users with 100.0 Mbps speed.

9. **Information Literacy Services:** Information literacy education programme at IUB is running with the following phases as per requirement, expectation and ad-hoc policy formulated by IUB library. This programme designed to give an outline regarding library resources and services which includes brief snapshot of library literacy, digital literacy, media literacy, resource literacy all along. Currently this programme is mandatory for all undergraduate library member of IUB (iub.edu.bd, 2014).

Rules and Regulations

1. IUB library remains open Sunday to Wednesday from 8:30 am to 9:30 pm, on Thursday and Saturday from 8:30 am to 8:00 pm and on Friday from 10:00 am to 7:00 pm.

2. Students, staff members and trust can borrow general books, cassettes and CDs.

3. Faculty members can also borrow all these and additionally they can borrow back issues of periodicals and journals.

4. At present, as per revised circulation rule, An undergraduate student himself/herself may borrow (03 books + 03 Books CD/DVD) + 1 Movie for 10 days, and graduate student himself/herself may borrow (05 books + 05 Books

CD/DVD) + 2 Movies respectively for 15 days. Circulation rule may be changed as per policy.

5. Course related reserved/reference textbooks marked with a green 'R' may be borrowed for only two hours and other reference books are reserved for use inside the library.

6. If a student fails to return the library materials on time he/she will have to pay fine. The fine is for general collection Tk. 10/= per day and for reserved collection Tk.10/= per hour.

Users: There are six categories of membership in the IUB library system. Students and faculty members are the main patrons of the library. Staff members and the IUB trust can also be the member of the IUB library (Library Brochure of IUB library, 2013).

Future plan: The IUB library has a dream of achieving excellence, to be a good library and information service provider as a vital component of the university. It aspires to be

1. recognized nationally as a leading, innovative library and information service centre.
2. acclaimed as an integral part of the university's academic process.
3. the preferred provider of information to the users, particularly the IUB community (Library Brochure of IUB library, 2013).

2) North South University

North South University (NSU), the first private university in Bangladesh, was established by a group of philanthropists, industrialists, bureaucrats and academics. The government of Bangladesh approved the establishment of North South University in 1992 under Private University Act (PUA) 1992. The university was formally inaugurated on 10 February 1993 by Begum Khaleda Zia, the then Prime Minister of Bangladesh. The honorable President of the People's Republic of Bangladesh is the Chancellor of NSU.

The university is run by a number of statutory bodies as required under the provisions of the Private University Act 1992. At the apex is the Board of Governors (BOG) of NSU Foundation, which provides policy guidelines and approves the university budget. The BOG is headed by the Chairman elected by its members. Mr. Iftekharul Alam was the founder Chairman of the Board of Governors (1992). The Porichalona Porshod (Syndicate) is the second highest body. It runs the administration of the University within the policy guidelines provided by BOG. The Porichalona Porshod consists of BOG members, Vice Chancellor, Pro Vice Chancellor, Treasurer, Deans and representatives of the faculty and university administration.

The university follows an American system--semesters, credit hours, letter grades, one examiner system etc. Its curricula when first introduced, were reviewed by relevant departments of University of Illinois, Urbana-Champaign, and University of California at Berkeley, USA and duly approved by UGC. The academic programs are continually updated and adapted to meet the local needs.

Since joining NSU in 1993, Dr. Hafiz G. A. Siddiqi, the formar Vice Chancellor, provided leadership in improving, expanding and diversifying various academic programs (Summer 2006). NSU now has 221 faculty members. Its current student enrolment is about 13990. There is 115 staff and 101 employees are engaged in this university.

The first freshman classes of January 1993 had 137 students enrolled in three Departments: Business Administration, Computer Science and Economics. Departments of Environmental Studies (DES), English and General and Continuing Education (GCE) were founded later. The Masters Program in Economics was introduced in 1994. The MBA Program was launched in Summer 1997. Masters in Development Studies and Bachelor in Computer Engineering were introduced in 2002. MS in Computer Science has been introduced from Summer 2003. Bachelor in Architecture was introduced in Fall 2004. Masters in English was launched in Spring 2005. Pharmacy (Undergraduate) and Executive MBA (EMBA) program launched in Spring 2006 and Masters in Biotechnology and Masters in Public Health program launched in Summer 2006. BS in Biotechnology, BS in Microbiology and BS in Biochemistry programs were introduced in Spring 2007. NSU has three Institutes and one Center (i) Institute of Development, Environment and Strategic Studies (IDESS)

(ii) The English Institute (iii) Confucius Institute, and (iv) Center of Information and Communication Technology (CICT).

Location with address: North South University (NSU) library is located at Plot 15, Block B, Bashundhara, Dhaka-1229.

NSU Library: North South University (NSU) library grew over the years since 1992 and now became one of the best university libraries in the country. This is the only university library in Bangladesh where Library of Congress Classification System is being used to organize and arrange books, journals and other resources, so that items on the same or related subjects can generally be found together.

This is the first fully automated university library in Bangladesh using self-developed library management software, which supports web-based online circulation system, full-text e-books and online journal article services. Its online database provides full access to all users, facilitates navigation and reservation of books from distant work-stations through its own website http://library.northsouth.edu.The users can also check their borrowing status and can reserve three books at a time for 48 hours through the Internet.

To meet the growing demand of users, professionally trained personnel are responsible for taking care of the NSU library and its contents, including the selection, processing, and organization of materials and the delivery of information, instructions, and loan services to meet needs of its users. A good number of staff members, most having masters degree in Information Science and Library Management from the University of Dhaka and University of Rajshahi run the library in two shifts (northsouth.edu, 2014).

Library Building: The library is housed in the sixth floor in a 5-storied fully air-conditioned building over 70,000 sq.ft. area at the south-east side of the NSU campus. It can accommodate over 1,200 students at a time in its well-furnished reading rooms. A total of 19 officers and members of staff, among whom 11 have MA in Library and Information Science or higher degrees, are running this library in two shifts. On an average 2000 students use the library every day (Website of NSU, 2014).

NSU library is donned with 40 PCs and is divided into 8 different sections for acquisition, text book, reference, free reading, journals and magazines archives, audio-visual and digital library, cyber center, and faculty study (Present survey).

Facilities

1. **Cyber Center:** The library maintains a cyber center equipped with 25 computers with broadband Internet connections. All students, faculty members and members of staff of the university can browse, download and print materials from the Web resources. CD writing facilities are also available in the cyber center.

2. **Training:** The library also offers a 14-week certificate course titled 'Certificate Course in Digital and Online Librarianship' for those who are interested to know how to use the Internet resources in higher education and research, and how to design and maintain website, and set up online digital libraries. (northsouth.edu, 2014)

Resources: A total of around 49,500 books, reports and bound journals, over 50,000 online e-books, 40,000 online journals, 1,890 CD ROM books and databases, 226 DVDs and videos, 159 audio-cassettes and a good numbers of other resources of the library cover all branches of knowledge. In addition to these collections, the library subscribes print issues of 46 foreign and 19 local journals, 18 foreign and 22 local magazines, two foreign dailies and almost all leading national dailies of Bangladesh. The NSU library is the pioneer of subscribing online journals and MyAthens in the country. It started subscription to online journals with JSTOR, IEEE, ACM Digital library and 39 titles of online journals in various disciplines for the first time in 2002. After that the other libraries started subscription to online journals in Bangladesh. It has also started subscription to e-resource databases, namely, EconLit, AHEAD and Global Development Finance in 1998. Now, the library has access to over 40,000 titles of full-text online research journals in various disciplines from 52 publishers including Ebsco, Emerald, Blackwell, JSTOR, ACM, Oxford University Press, Wiley, Springer, ASCE and other major databases.. All registered members of NSU library get access to online journals and e-books databases from inside and outside campus through Internet (northsouth.edu, 2014).

Library services

1. **Housekeeping services:** Currently, the library provides lending, reference, readers' guidance, internet, reading, news clipping, database searching and printing, CD writing, audio-visual, current awareness, SDI and reprography services to its users. The Wi-Fi and broadband internet connection of the library building help the library users to access online resources easily. The library also arranges orientation program every semester for the new students to demonstrate how to use the university library systems and services.

2. **Cyber and Audio-visual Center:** The library maintains a cyber and audio-visual center equipped with 50 brand computers with Wi-Fi and broadband Internet connection. In addition to this, the library is donned with 30 computers in its various floors to use online resources for supporting courses. All students, faculty members and staff members of the university can browse, download and print materials from these computers. The audio visual unit is also equipped with TV, VCD, VCR, DVD, multi-media projector and other audio-visual equipments.

3. **Institutional Repository:** The NSU library started developing its online journals and books repositories in 2003. These repositories cover books and articles written by teachers, students and researchers of NSU and full-text articles of 160 online subscribed journals from 2002 to date. The numbers of articles and books of these repositories are over 23,500 and its increasing day by day.

4. **Orientation Programme:** The library arranges orientation program in every semester for the new students to demonstrate how to use the university library systems and services effectively (northsouth.edu, 2014).

Rules and Regulations

1. It remains open from 8:00 am to 9:30 pm from Sunday to Thursday and from 10:00 am to 9:00 pm on Saturday. It remains open on Friday from 10:00 am to 6:00 pm with a Jumma Prayer break from 1: 00 pm to 2.30 pm. It remains closed on public holidays and other dates announced by the university authority.

2. In order to ensure security of the library and its resources, a closed circuit camera network operates round the clock inside the library (Website of NSU).

Users: All students, faculties, BOG members, officers, teaching assistants, research assistants and faculty assistants are entitled to become library member (northsouth.edu, 2014).

Future plan: The library is going to try for collection development both in print and on line media.

HEQUEP Project: The library has introduced state-of-the-art technology Radio Frequency Identification (RFID) based Library Management System to automate library operation and management for the first time in the country in December 2012, financed by the World Bank and the University Grants Commission of Bangladesh under the Higher Education Quality Enhancement Project for building e- resources access centre and RFID based library management system at NSU library (window: 3, 1st round and 318.44 lac taka). Now, the library users themselves can issue and return books using Self-Check and Book-Drop machines. They can also track the books on shelves using tracking machines.

3) East West University

The idea of establishing a private university to provide quality education at an affordable cost in Bangladesh was first mooted by a group of prominent academics, business leaders, professionals and education enthusiasts led by Dr. Mohammed Farashuddin. With this end in view, this group formed a non-profit, non-political, charitable organization called Progoti Foundation for Education and Development (PFED). East West University is its first major project. After being accorded permission by the Government under the Private University Act (Act 34) of 1992, East West University was launched in 1996. Classes started in September 1996 with 6 faculty members and 20 students in the past campus located at 45, Mohakhali Commercial Area, Dhaka. (http://www.eastwest.edu) Today there are over 105 faculty members and approximately 10,400 students enrolled through a process of selection. There is 38 staff and 103 employees are engaged in this university (UGC Annual Report 2014).

Location with address: The present campus is located A/2, Jahurul Islam City Gate, 1212 Aftab Nagar Main Rd,

EWU Library: East West University (EWU) library, established in 1996, is the heart of the university. Possessing a secure, controlled environment for the protection of its rapidly increasing collections, the university library offers its users a full range of information and enquiry services with the help of state-of-the-art techniques and technologies. The Library's mission is to enable and enrich the teaching, learning and research endeavours of the University by delivering flexible access to relevant information resources and by providing quality services and facilities. To meet these needs the library provides access to an extensive range of information resources both electronically and in print.

The vision of EWU library is to offer a strong partnership with the university's teaching and learning community to enable a more direct contribution to the educational mission of the EWU library. In the last decade, the University library has become one of the best private university libraries in the country in terms of its collections, facilities and services. From the very beginning, East West's founding father, took the policy of investing heavily in building the library, as they knew that a well-stocked library would become the basis of university education.

The EWU library is fully automated. A flexible software, developed by the Software Development Centre (SDC), has been instrumental in automating the library system. To control and support a large number of users, the library has several sections, namely; circulation, procurement, journal and reference, processing, online resources, photocopy services, reserve books services, pigeon-holes, new arrivals dissemination services and library administration. All the sections of the library work together as a team to support the whole university community. Different sections of the library have been created for providing fruitful library services to the users' community.

The library is advised by a committee consisting of representatives from different faculties and departments of the university. The Pro-vice Chancellor of East West University acts as the Chairperson of the library committee. On the other hand, the Joint Librarian of EWU library acts as the Member-Secretary of the committee.

Responsibilities of the committee are to advise the library personnel of the library in formulating library policies, procuring library materials, improving library and information services, operational matters, and so on (ewubd.edu, 2015).

Library Building: The EWU library is located on 5th floor of the university building covering about 12000 sq ft. in the new campus with maps and journal area and has a photocopy corner, database search corner and newspaper display section. Each day around 2,200 users visit the library. The library has the following sections:

Acquisition Section: The acquisitions section is responsible for the acquisition of all books, monographs, government documents and gifts for the libraries. This section supports the library's staff in their efforts to acquire and maintain information resources for education and research. There are generally five steps taken in order to acquire material for a library collection whether physical or digital.

1. Request processing

2. Verification

3. Ordering

4. Reporting (fiscal management)

5. Receiving orders

Circulation Section: The following facilities in circulation section are available:

1. Issuance of text books, audio cassettes, and CD-ROM's.
2. Issuance and renewal of library membership.
3. Search corner for online journals and library database.
4. Text materials
5. Study space

Reference Section: Readers often have to consult books and materials, such as dictionaries, encyclopedias, handbooks, yearbooks and the like for data or information. Normally, a reader would not need to remove such books from the reading room. Consequently, these books are never issued to anyone, but are used in the library premises and for photocopy.

Reserve Section: Users are not allowed to borrow books from the reserve section, where confined books are preserved for use in library premise. Users are requested not to move any book from reserve section to other section.

Newspaper and Journal Section: More than 140 local and foreign journals, magazines, yearbooks, bulletin etc and 18 national newspapers are displayed in this section. Besides remarkable number of contributory journals and magazines are available in this section. Information materials of this section cannot be borrowed. User may read and request the library personnel for photocopy of their required materials (ewubd.edu, 2015).

Facilities: EWU Library provides the following facilities for library users:

1. Fully air-conditioned floors can accommodate more than 500 students at a time.
2. Automated borrowing system.
3. Open shelf access system, i.e. students and teachers have direct access to bookshelves.
4. Students can borrow CD-ROMs, audiocassettes, texts and reference books
5. Modern facilities such as computers, printers, electric typewriters, etc.
6. Library users can get back issues of newspapers up to the last one month.
7. To find out bibliographical information of the resources available in the library, all users are requested to use the computerized database of the library through Internet using the address http://lib.ewubd.edu (Website of EWU, 2015).

Resources:

1. Collection: The Library collection has grown steadily. At present, the library contains 22,000 books, a subscription to 135 international and national journals (hardcopy), 3,300 online journals on its database, subscription to 16 national daily newspapers and around 1,500 CD-ROMs and audio cassettes. The collection of the library comprises of books and periodicals related to the field of business studies, economics, liberal arts, social sciences, electrical and electronic engineering, physics, pharmacy, computer science, mathematics, English language and literature and

Bangladesh studies. The library also stocks reference publications such as atlases, dictionaries, encyclopaedias, The Banglapeadia, annual reports and publications, survey reports, census reports, country reports, statistical yearbooks and other publications. Very important and rare maps are also available for students in the reference section of the Library. Books are placed in open stacks for convenience of use. The library resources of East West University include books, journals, magazines and periodicals in print and electronic media and on Internet, audio-visual materials on tape and CD. The users can use the facilities of searching and browsing publications, in-house and international databases. (ewubd.edu, 2015)

2. Personnel: Professionally trained personnel are responsible for the care of the library and its contents, including the selection, processing, and organization of materials and the delivery of information, instructions, and loan services to meet the needs of its users. The library personnel are devoted to applying theory and technology to the creation, selection, organization, management, preservation, dissemination, and utilization of collections of information in all formats and help to manage and mediate access to information that may exist only in electronic form. (ewubd.edu, 2015)

Services

1. **Photocopy Services:** The EWU library provides photocopy services for the users.
2. **Pigeon-hole Support Services:** Pigeon-hole support services are available for more than 400 students can keep personal belongings.
3. **New Arrivals Display Services:** One new arrival display board is available in the library. All users may find the book jackets or title pages of new books, which have arrived recently, in the library board.
4. **Web Based Services:** From Fall semester 2007, the library has introduced web-based library services. Users can now search our library resources from their homes. Moreover, borrowing status, library books' status, online journals' icon, and user's guide, are also available on the web. The library has redesigned its website using Drupal to integrate all the services.

5. **Online Resources Services:** For addition to accommodating traditional books and journals, the library has one of the best online resource centers among private universities in Bangladesh. It subscribes to leading online journals such as JSTOR (Journal Storage), IEEE (The Institute of Electrical and Electronics Engineers, facilities available only for individual faculty member) and ACM (Association for Computing Machinery, facilities available only for individual faculty member) etc.

6. **Corporate Membership Services:** The library is a corporate member of the British Council, Dhaka and American Information Centre (Archer K. Blood American Centre Library), Dhaka. Membership facilities like browsing, online public access catalogue, photocopy services, Internet access and access to online journals are available in the respective premises.

7. **Consortium Services:** East West University subscribes to the 'Bangladesh INASP-PERI Consortium (BIPC)' to access full-text articles/abstracts /bibliographical information of online journals of different publishers on different disciplines through the Bangladesh Academy of Sciences (BAS). Access to online journals is IP based. All users of EWU can access these on-line journals from the LAN (local area network) of EWU.

8. **Library Automation:** The library is using widely used Integrated Library Management Software: Koha which is open source free software. This software comprises all required modules like OPAC, Cataloguing, Acquisition, Serial control, Patron Management etc. The library uses Vu-find search tool for books, online journals and digital library resources from focal point.

9. **Digital Library:** The library is the first digital library in Bangladesh using Greenstone Digital Library Software for its digital library. EWU digital library consists of news clippings, report, journal articles, audio, video and images etc. There are more than 1400 documents in this digital library.

10. **Institutional Repository:** EWU library introduced institutional repository services using DSpace. This is a digital repository service of EWU library that collects, preserves, and distributes institutional digital materials such as projects reports, documents of several events pertinent to East West University.

11. **Citation Management:** The library assists its user to organize research sources and generate bibliographies/citation/reference in multiple citation formats through Mendeley, Zotero etc.

12. **Information Literacy Program:** Conduct training programs and workshops on various aspect of information literacy for students and LIS professionals from EWU and other organizations.

13. **News-clipping Services:** EWU provides news-clipping services on Bangladesh economics, business, commercial law, East West University information, education (especially private and public university), environment, finance and banking, information science and library management, information technology and communication, international economics, natural resources, NGO, population, rural development, United Nations, and building and construction on a regular basis.

14. **Virtual Reference Service:** Users also get virtual reference service from library website. The library service integrated ZOHO with its website for this service.

15. **Wi-Fi Service:** EWU library provide Wi-Fi internet service in its premise. User can use this service from their laptop, tab and other mobile devices.

16. **Other Services:** EWU provides CAS, SDI, reference and referral services to the users (Website of EWUL, 2015).

Rules and Regulations

1. The library remains open from 8:30 am to 10:00 pm from Sunday to Thursday and from 5:00 pm to 10:00 pm on Saturday. It remains open on Friday from 10:00 am to 5:00 pm with a Jumma Prayer break from 1: 00 pm to 2.00 pm. It remains closed on public holidays and other dates announced by the university authority.

2. Students must fill out the Online Registration Form for a valid EWU library card to use the library.

3. Registered member have to attend the Library Information Literacy program after online registration within 7 days.

4. Without participating in the program students are restricted to enjoy the borrowing facilities of the library resources (Website of EWUL, 2015).

Users: The library provides a variety of services designed to support students, faculty members, researchers, and staff members of East West University. All categories of members of the library are encouraged to examine, consult, borrow and browse through any book, journal, printed/non-printed materials, on-line resources, and receive other services of the library (Website of EWUL, 2015).

Future Plan: The library has developed plans for improving its services to the students, scholars and faculty. Major future plans for the library are as follows: (Website of EWUL, 2015)

1**. Capacity Building**

- Indexing of Articles of Retrospective Periodical.
- Installing the Radio-Frequency Identification (RFID) System.
- Providing more terminals for online resources.
- Using technology to promote the library services to the users.
- Facilitating user education about the use of electronic resources.

2. **Staff Development**

- Needs' assessment will be done to address the training and information needs of the library staff.
- Certificate courses will be offered for the in house people and also for the library professionals from outside.
- Workshops will be organized on the use of e-resources for the library professionals.

3. **Plan for New Services**

- A special e-resource center will be set up for enabling the users to get access to more than 10000 periodicals and numerous e-books through 33 online databases. The significant feature of this system is that the users will get web access to this center.
- Special effort will be made to disseminate research/conference/scholarship information among the faculty members on a regular basis.
- Exclusive corners will be set up to promote awareness of the socio-economic issues i.e. Health, Gender, UN etc. among the students.

- Special learning corners will be set up for helping the students prepared for TOEFL/GMAT/GRE through computer aided software.

4. **Other Activities**

- Organizing International/ National seminars on topics related to educational administration, library development, knowledge management, social networking etc.
- Screening of movies, documentaries and educational materials in association with American Centers/British Council/UNIC and other local/international organizations.

4) BRAC University

BRAC University was established by BRAC in 2001. In line with BRAC's continued support to education as a force of change and development, BRAC University has been established to provide a high quality of education to meet the demands of the modern age. The University is 'not for profit' institution accredited by the University Grants Commission (UGC) and approved by the Ministry of Education, Government of Bangladesh. The goal of the university is to provide an excellent broad based education with a focus on professional development for students, in order to equip them with the knowledge and skill necessary for leading the country in its quest for development. Along with this, the university provides an environment for faculty development in order to ensure a dynamic teaching environment. Faculty will be provided with an environment in which they can further their teaching skills and contribute to the creation of new knowledge by developing and using their research skills. At present the university has 10 departments and 6 institutes. As the university grows and as its institutional capacity is built up, the university will offer programs in a large number of disciplines. The university will provide instruction and confer degrees in all branches of Arts, Social Science and Science including Medicine, Engineering, Architecture, Agriculture, etc. Degrees will be granted at the undergraduate, graduate and postgraduate (doctoral) levels. In addition, the university will offer Diploma programs on professional courses.

The Honorable President of the People's Republic of Bangladesh is the Chancellor of BRAC University. The Board of Trustees is the highest policy making body of BRAC university and is responsible for ensuring the highest level of educational and administrative standard at BRAC university. A number of committees assist the Board in matters essential to the smooth functioning of the university. The committees are: Syndicate, Academic Council, Course Committee, Finance Committee, Selection Committee, Audit Committee, Student Affairs Committee, Disciplinary Committee, Committee on University Development and Committee on Medical Facilities. The Vice Chancellor (VC) is the Chief Executive and Academic Officer of the university. The academic wing of the university consists of Deans of Faculties/Schools, Chairpersons of the departments and faculty members. The Director of research is responsible for research, advisory services and publications. The Director of Student Affairs co-ordinates and supports all extra-curricular activities. The Librarian, who is assisted by a Deputy Librarian and Assistant Librarians, head the university library. The Registrar with Deputy Registrar, Assistant Registrar and officers are responsible for day-to-day administration, human resource management, technological services and records. BRACU now has 658 faculty members. Its current student enrolment is about 6523. There is 143 staff and 145 employees are engaged in this university (BRAC Annual report 2014).

Location with address

The present campus is located at 66 Mohakhali, Dhaka-1212, Bangladesh.

The Ayesha Abed Library (BRACU Library): The Ayesha Abed Library (BRACU Library) at BRAC University was built up with the previous collection of BRAC Centre Library. This library started functioning since 2001 with full academic atmosphere. At present the library occupies 9,000 sft on two floors of the main BRAC University building. This library is committed to the mission of BRAC University:

1. to foster the national development process through the creation of a centre of excellence in higher education that is responsive to society's need

2. to develop creative leaders and actively contributes to learning and creation of knowledge (bracu.ac.bd, 2015).

The Ayesha Abed Library aims to provide support for the university's learning, teaching and research activities. The library supports the instructional and research mission of the university through the development, organization and maintenance of on-site collections in multiple locations; access to off-site resources; personalized assistance in the use of library and information resources and instruction on research strategies and tools. The library's mission is to provide comprehensive resources and services in support of the research, teaching and learning needs of the university community (bracu.ac.bd, 2015).

Facilities

1. BRAC university library launched the first RFID system in Bangladesh.

2. The library has implemented a number of projects (Integrated Library System using open source software KOHA, Digital Institutional Repository using Dspace, Discovery Tool using VuFind, etc) towards its vision that provide an innovative solution to improving library services and use best practice standards and models.

3. As a 21st century library, the BRAC University library emphasizes services and access to information, in addition to hosting large collections of items that can be physically shelved. To accomplish this, BRACU has set up a digital library (http://dspace.bracu.ac.bd) to preserve and communicate the intellectual output created by the scholars of the university.

Resources: The library houses approximately 31,000 printed books in its collection. Library's website http://library.bracu.ac.bd provides online access to a wide variety of information resources including 10,000 electronic books and journals, research databases etc. Library staff teaches users to know, understand and evaluate information systems, and to select sources and devise search strategies appropriate to their needs.

Services: Information literacy is a feature of recent innovations in education and a crucial aspect of a modern library. The main purpose is to acquaint students and faculties with the information sources, resources and techniques to retrieve the resources. The BRACU library has a rich collection of resources which is continually expanding. Further, advances in computer technology are profoundly affecting nearly

all sources as well as systems of access and use. Currently, the library strives to meet the information needs of the BRAC university community and to provide appropriate access to the faculty and students. In order to maximize the use of resources it is necessary to help users gain maximum benefit from information sources and systems. At this situation, an attempt has been taken to establish a BRACU library Learning Resource Centre (LRC) which will help users gain maximum support from the library. To achieve the above goals library staff will teach users to know, understand and evaluate information systems, to select sources and devise search strategies appropriate to their needs and use systems, sources and search strategies effectively. Apart from regular service this Learning Resource Centre (LRC) will provide some special services which are usually not available in other BRACU Computers LABs. Library staffs are specially trained to provide these services.

To support information literacy the following services and training will be provided from BRACU Library Learning Resource Centre (LRC):

- Provide general orientations on library services and resources such as databases, e-journals, online catalogue etc.

- Provide tailored presentations emphasizing appropriate reference sources, electronic resources for a particular discipline and class or assignment.

- Assist students and faculties either one-on-one or in small groups to help them develop the information literacy skills for using information resources, evaluation of information and information sources, keywords and related terms for search strategy.

- Provide training on building a bibliography and proper citation according to the discipline: for example APA, MLA, Harvard, Chicago style etc by using End Note Software.

- Offer services like scanning documents/pictures, CD writing, and printing including color printing.

- Meet users' inquiries in relation to LRC.

- Conduct training programs and workshops for library professionals of other organization

Rules and Regulations

1. The library remains open from Sunday to Thursday at 9:00 am to 9:00 pm and on Saturday from 1:00 pm to 9:00 pm. It remains closed on Fridays and Holidays.

2. Students must provide a valid BRACU ID card to use the library. The library is restricted to BRACU students, staff and faculties. Students will be required to log into a workstation using their names and ID number.

3. Students may use the workstation for one hour after they have signed in. If there are no requests, students may stay longer than one hour, but may be asked to give up a workstation if other students subsequently request access to the workstation.

4. The library may only be used for course work and related research. No recreational use of the computers is permitted. This includes chat rooms, games, personal email, and web browsing. Anyone violating this policy will be asked to leave.

5. No more than two students may use a workstation at one time.

6. Personal software cannot be loaded on library's computers. Students must save their work on a removable disk. No provision will be made to allow students to save any information on the computer's hard drive.

7. No student will be given permission to use the library during the times that it is being used for classroom teaching (orientations, presentations and briefing sessions). As much advance notice as possible will be given when the lab is scheduled for use as a classroom. Shortly before any classes are scheduled to begin, students will be asked to save any work and then be remotely logged off by the lab monitor.

Users: Ayesha Abed Library of BRAC University provides a variety of services designed to support the students, faculty members, researchers, staff members of BRAC and BRAC University and outside users. All categories of members of the library would like to examine, consult, borrow and browse through any book, journal and other printed and non-printed resources/materials. All may receive other services of the library.

Future Plan: To develop a world-class Knowledge Resource Centre and provide innovative new services and collections to the teaching, learning and research communities, using latest technological developments of 21st century (Website of BRACUL, 2015).

5) State University of Bangladesh

State University of Bangladesh (SUB) is a new generation university that has been setup in 2002 at 77, Satmosjid Road, Dhanmondi, Dhaka-1205 . Since its inception the university has been fulfilling the important role of creating quality human resources by providing a balanced portfolio in the areas of arts, business, science, engineering and health sciences. The emphasis of the university has been the quality of education delivered in an environment where the students would enjoy learning. This is done by having some of the finest academics in country as full-time faculty, adjunct faculty from other institutes of repute supported by good infrastructure, from library to computing to hostel facilities, attending to the various needs of the students. The university operates seven days a week as per preferences of different groups of students from freshman in undergraduate courses to mature adults doing post-graduate courses for career enhancement. To make education cross-cultural the university has established important linkages with foreign universities where students may choose to spend part of the course requirement of the SUB while faculties of these universities also participate in our activities from teaching to guiding research work to speaking at seminars. This effort of the university to make education relevant in national and global context is a promise that the university continuously revisits. The university has 10 departments under 3 faculties. The faculties members are 238, the staff number are 65 and employees are 76 in SUB. The enrolled students of the university are 3157 (sub.edu.bd, 2015).

Location with address: There are two libraries of SUB. One is located at House No: 262, Road No: 27, Dhanmondi, Dhaka-1209. Another one is located at 138 Kalabagan, Mirpur Road, Dhaka-1206. The two Libraries are supervised from Bijoy Campus Library at Kalabagan in Dhaka.

One is located at 77, Satmosjid Road, Dhanmondi, Dhaka-1205. Another one is located at 138 Kalabagan, Mirpur Road, Dhaka-1206. The two libraries are supervised from Bijoy Campus Library at Kalabagan in Dhaka.

SUB Library: The SUB library started their works from the very beginning of the university on the 3rd floor of the building. Now the library has been enlarged and

enriched by huge collection of different library resources. SUB library is committed to provide information to SUB community, one of the greatest priorities is to enhance the academic experience of SUB students to improve their research skills and to foster information literary critical thinking.

Facilities

1. **Automated System:** SUB library system is fully automated. The users have access to required information of study materials by logging onto the LAN.

2. **Computerized Catalogue:** The library maintains a computer catalogue using Microsoft SQL Server and Visual Basic.

3. **The Searching System:** The searching option and user status are also available on that.

4. **Lending System:** The circulation system is fully automated. Both the ID cards of Students and books are coded with a barcode technique (Library Brochure of SUB library, 2013).

Resources: Collection in the SUB library is being done according to its curriculum and services. The library resources include books, e-books, periodicals, thesis papers, audio cassettes, CD-ROMs etc. At present the library is enriched by 15810 Books, 500 CDs, a lot of audio-cassettes and 7 national and international daily newspapers in both Bengali and English. Apart from these library subscribes various electronic journals and magazines from the world acclaimed online publishers (sub.edu.bd, 2015).

Services

1. **Information Services to Clients:** The library is committed to retrieve all sorts of information for users on the basis of their demands.

2. **Reading Room Services:** SUB Central Library provides 120 seats for their users. The reading room is fully air-conditioned.

3. **Photocopy Service:** Only Faculty members are entitled to have photocopy service from the library.

4. **Other Services:** News clipping services to all clients. Indexing and abstracting services are also available in the library system. In addition, the library has taken initiative to provide CAS and SDI services to the SUB community.

5. **Full Text Journals and e-Books:** The users can access various online journals, magazines and e-books within the SUB network only. The users who are interested to use online journals, magazines and e-books have to collect log in information from the library personnel (sub.edu.bd, 2015).

Rules and Regulations

1. The library remains open from 8 am to 8 pm from Saturday to Thursday and 9 am to 6 pm on Friday.

2. The students can borrow two books for 7 days at a time. Students of certificate and diploma courses are not eligible to borrow any types of resources from library; they may use the resources within the library.

3. Personal possessions will not be allowed in the library except the exercise books, geometry box, calculator, pen and pencil.

Users: All students, faculty members and officers are entitled to become members of the library. The membership is created by the library administration while on admission of a student at SUB and validity of the student membership depends on the registration of courses in each semester (sub.edu.bd, 2015).

Future Plan: The SUB library will start a good automated repository system.

Chapter VI

Data Analysis and Findings of the Study

Data Analysis

This chapter of the survey presents the data in the form of table. Two sets of questionnaires have been employed in order to collect data. Questionnaire-1 was for the Library Staff (Chief Librarian) and Questionnaire-2 was for the Library Users such as students, research scholars and teaching staff. One set of questionnaire was distributed to the librarians of the sample library. Another set of questionnaire was distributed purposively among 500 users of the selected university libraries in Bangladesh. Among them 464 users (students, teachers and research scholars) have responded. After receiving the data from the respondent, it was inputted into SPSS for analyzing and getting appropriate results to come to a conclusion and show the actual situation. This analysis would provide the factual basis for the recommendations put forward by the researcher and also for the designing of a model plan for human resource development of university libraries in Bangladesh.

1a. Analysis of Questionnaires to Library Current Users

Respondent by gender

Sex of users may have an influence in seeking of information. In a developing country like Bangladesh, females are found less to seek and use information. The distribution of information users according to gender is presented in Table 21.

Table 21: Respondent by gender

Sex	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Male	66.7	85.4	75.0	72.9	47.9	72.7	35.6	42.2	73.3	42.2	61.6
Female	33.3	14.6	25.0	27.1	52.1	27.3	64.4	57.8	26.7	57.8	38.4

Analysis of sex structure shows that majority respondents are male users. The figures are 61.6% of male and 38.4% of female. Females are found less, perhaps due to their backwardness in every sphere of life, in education particularly they have many obstacles.

Age level

Information seeking is usually influenced by age of the users. It has been observed that young people dominate the information transfer cycle. Age-wise distribution of 464 information seekers has been presented in Table 22.

Table 22: Age level

Age	Public University (%)					3Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
19-21	12.5	41.7	33.3	47.9	25.0	18.2	33.3	31.1	35.6	20.0	29.8
22-24	10.4	50.0	52.1	41.7	56.3	70.5	48.9	51.1	37.8	66.7	48.5
25-28	27.1	4.2	8.3	6.3	12.5	6.8	11.1	13.3	17.8	8.9	11.6
29-31 or more	50	4.2	6.3	4.2	6.3	4.5	6.7	4.4	8.9	4.4	9.9

Distribution of the age group of the respondent shows that majority of them (48.5%) fall in the age group of 19 to 21. 31.5% fall in the age group 22 to 24. Around one-tenth (10.1%) of them fall in the age group 25 to 28. Only 9.9% respondents were found to be within 29 to 31 and over. So, it can be said that most of the respondents are young (Table 22).

Types of user

Educational status is considered as one of the prime components of human capital. People with higher educational background dominate research and development activities as well as application activities. Due to their nature of work, they need more information.

Table 23: Percentage distribution about the type of user by type of university

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Undergraduate student	22.9	18.8	27.1	58.3	22.9	65.9	40.0	28.9	60.0	60.0	40.1
Postgraduate student	62.5	12.5	43.8	18.8	31.3	18.2	13.3	42.2	17.8	22.2	28.4
Teacher	6.3	20.8	6.3	10.4	10.4	11.4	40.0	20.0	15.6	8.9	14.9
Researcher	8.3	33.3	16.7	10.4	25.0	4.5	6.7	8.9	6.7	8.9	13.1
Others	-	14.6	6.3	2.1	10.4	-	-	-	-	-	3.4

Attempts were made to explore the educational level of the surveyed respondents. Analysis shows that out of the total respondents (464) 40.1% of users are undergraduate students. More than one-fourth (28.4%) of them are postgraduate students. Teachers, researchers and other professions make respectively 14.9%, 13.1% and 3.4% in Table 23.

The figures for researchers and teachers look minimum percentage. The undergraduate and the postgraduate students are comparatively more because most of the enquiries received are mostly short in range. The enquiries from researchers and teachers are less mainly because of non-availability of current reference sources in their areas of study and research.

Frequency of usage of library

The usage of library for seeking information is one of the important roles in dealing with library services. The duration of using depends not only on the nature of enquiries but also on the efficiency of library staff.

Table 24: Frequency of usage of library

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Once in a month	5.0	20.8	6.3	8.3	25.0	9.1	33.3	11.1	17.8	4.4	14.1
A few times in a month	10.4	12.5	29.2	10.4	31.3	_	20.0	40.0	8.9	8.9	17.2
A few times in a week	13.8	31.3	20.8	16.7	12.5	36.4	22.2	33.3	22.2	26.7	24.0
About once in a week	16.7	14.6	14.6	10.4	18.8	18.2	8.9		17.8		12.1
About once in a day	43.8	12.5	29.2	20.8	12.5	27.3	6.7	15.6	13.3	53.3	23.5
More than once in a day	5.3	8.3	_	33.3	_	9.1	8.9	_	20.0	6.7	9.1

Table 24 shows that the highest portion (24.0%) of respondents uses the library a few times in a week. 23.5% of users are then focused about once in a day. 17.2% of users use the library a few times in a month. Around 14.1% users use the library once in a month. 12.1% users use the library about once in a week. The lowest portion (9.1%) of respondents uses the library more than once in a day. It is seen that, maximum respondents do not desire to use the library once in a day because of poor facilities.

Getting materials delivered

Literatures are represented through various media. Table 25 tries to present the preferable media in which user wants to get materials delivered.

Table 25: Getting materials delivered

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
Printed	93.8	95.8	79.2	83.3	45.8	90.9	80.0	91.1	82.2	93.3	83.4
CD form	6.3	4.2	20.8	16.7	54.2	9.1	20.0	8.9	17.8	6.7	16.6

Table 25 shows that a large majority of the respondents (83.4%) have reported that, they want to get their desired materials in printed form. Only 16.6% of them want to get in CD form. Due to the insufficient electricity, maximum users like to use printed paper comfortably.

Sources of Desired Materials

Reading materials are the heart of libraries. The success of library services depends on availability of reading materials. Users want to use his desired materials according to his seeking behaviour. Table 26 has tried to furnish the percentage distribution about the materials as sources of desired information.

Table 26: Sources of desired materials

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Books	31.3	14.6	16.7	6.3	14.6	6.8	15.6	13.3	17.8	22.2	15.9
Journals	20.8	12.5	12.5	16.7	20.8	9.1	11.1	2.2	11.1	13.3	13.1
Newspapers	4.2	45.8	33.3	56.3	22.9	43.2	48.9	51.1	40.0	24.4	36.9
Audiovisual materials	2.1	4.2	6.3	4.2	18.8	9.1	8.9	6.7	8.9	13.3	8.2
Reference materials	8.3	14.6	14.6	8.3	6.3	13.6	6.7	6.7	4.4	6.7	9.1
Internet	25.0	8.3	8.3	8.3	16.7	18.2	8.9	8.9	17.8	20.0	14.0
Others	8.3	-	8.3	-	-	-	-	11.1	-	-	2.8

Analysis of Table 26 reveals that maximum respondents (36.9%) have desired to get information from newspapers followed by 15.9% from books, 14% from Internet, 13.1% from journals, 9.1% from reference materials, 8.2% from audiovisual materials and 2.8% from others. It is observed that most of the respondents seek their daily information from daily newspapers due to the unavailability of other important materials.

Preferred language

Language is the medium of communication. Exchange of ideas and thinking is made usually through language. Language forms ideas and conception, integrates and systematizes, and then these are transmitted through verbal, written or recorded expression. On the other side, the target receiver receives it through language. Hence, the role of language in communication of information is of paramount importance. Information retrieval process is decisively influenced by language factor. Table 27 makes an attempt to present the users' preference to language.

Table 27: Preferred language

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
English	95.8	81.3	62.5	64.6	83.3	100.0	91.1	88.9	100.0	91.1	85.6
Bengali	4.2	18.8	37.5	35.4	16.7	-	8.9	11.1	-	8.9	14.4

Table 27 shows that maximum respondents (85.6%) prefer to get information from library materials in English and 14.4% prefer to get in Bengali. It can be said that, university library users are being habituated to presenting their performances in English.

Satisfaction level for meeting information needs

User satisfaction is one of the major issues in dealing with information work. It is measurable from the feedback received from the users. The feedback is essential for establishing a rapport between the library and the user. User satisfaction creates a mobility of information service standard. It can easily measure the effective and productive information service of university libraries examining the level of satisfaction faced by the library users. It is good to have a regular study for future development.

Table 28: Satisfaction level for meeting information needs

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
Very high	5.1	6.3	3.5	9.1	8.3	2.5	4.9	7.9	3.0	2.0	5.2
High	27.1	33.3	-	39.6	-	36.4	28.9	31.1	20.0	37.8	25.2
Moderate	64.6	52.1	91.7	33.3	83.3	63.6	71.1	60.0	71.1	62.2	65.3
Poor	8.3	8.3	8.3	-	8.3	-	-	-	8.9	-	4.3

It is evident from Table 28 that satisfaction rate between the parameter 'Very high' and 'High' is respectively 5.2% and 25.2%. Whereas the rate between 'Moderate' and 'Poor' is respectively 65.3% and 4.3%. It is observed that the general satisfaction rate is higher than the most satisfaction rate. The figure is not alarming. The satisfaction rate 'Poor' may be minimized if library staff is able to fulfill the information needs of users. In this case, proper training for library personnel is very much required.

Problems faced using library materials

Sometimes users face some problems when they want to use library materials in a library. As a result, they do not show further interest to go to the library. Table 29 shows percentage distribution about problems faced using library materials by users.

Table 29: Problems faced using library materials

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Necessary reading materials are not always available	31.3	43.8	66.7	56.3	60.4	54.5	42.2	48.9	48.9	48.9	50.2
Without the help of a library personnel the reading material are not found	27.1	31.3	4.2	16.7	12.5	18.2	22.2	22.2	17.8	8.9	18.1
The quality of the audio-visual materials are poor	16.7	8.3	8.3	8.3	10.4	18.2	13.3	13.3	15.6	4.4	11.6
Internet facilities are not available for the user	25.0	16.7	20.8	18.8	16.7	9.1	13.3	15.6	17.8	37.8	19.2
Others	-	-	-	-	-	-	8.9	-	-	-	.9

On the analysis from Table 29, it is observed that more than half of respondents (50.2%) felt that necessary reading materials are not always available. 19.2% of users did not get internet facilities always in the library. 18.1% of users faced that, without the help of library personnel the reading material are not possible to find out. 11.6% users were not interested to go to the library because the quality of the audio-visual materials was poor. 0.9% users faced other problems like environmental problem, old edition of book etc. It is said that, without better services the library could not get attention of the user.

Spending time for internet browsing in library in a week

The emergence of internet browsing has rationalized the academic world. It has made a tremendous impact on the research and other academic activities of the institutes of higher education. Internet is now facilitating electronic communication and exchange of ideas and collaboration in carrying out study and research in different branches of knowledge. The following table shows the percentage distribution about spending time for internet browsing in library in a week.

Table 30: Spending time for internet browsing in library in a week

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
30 minutes	4.2	10.4	10.4	8.3	10.4	11.4	15.6	11.1	20.0	13.3	11.4
1 hour	22.9	16.7	12.5	10.4	10.4	13.6	11.1	22.2	17.8	20.0	15.7
2 hours or more	29.2	22.9	14.6	12.5	20.8	18.2	11.1	11.1	11.1	11.1	16.4
Every day	35.4	50.0	41.7	45.8	47.9	47.7	42.2	37.8	40.0	48.9	43.8
One day	8.3	-	8.3	-	-	-	8.9	-	-	-	2.6
Two days	-	-	-	-	6.3	-	-	11.1	2.2	6.7	2.6
Three days or more	-	-	6.3	12.5	2.1	9.1	-	6.7	8.9	-	4.5
Others	-	-	6.3	10.4	2.1	-	11.1	-	-	-	3.0

The data from Table 30 indicates that only 43.1% of users browse internet everyday in a week followed by 16.4% of users for 2 hours or more, 15.7% of users1hour, 11.4 % of users for 30 minutes, 4.5% of users for three days or more, 3.0% of users for others and 2.6% of users for one day and two days. It focuses that, spending time for internet browsing of the major respondents is not a rich figure. In order to know the problem facing by the users, the investigator observed three main problems like slow down loading, technical and guidance problems. On the other hand, this may be the reason that the infrastructure facility available in the library is inadequate to meet the information needs of the users.

Usage of computer

Computer is now very essential thing for fulfill the academic purpose. Every library tries to give automation facilities to the users. Now-a-days every user is habituated by computer using. Table 31 shows the percentage distribution about usage of computer by type of universities.

Table 31: Usage of computer

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Yes	91.7	93.8	100.0	81.3	83.3	100.0	100.0	91.1	100.0	100.0	94.0
No	8.3	6.3	-	18.8	16.7	-	-	8.9	-	-	6.0

It is found from Table 31 that 94.0% users use computer for their academic works. Only 6.0% of users do not use computer. The highest rate of using computer helps the user to get best facilities from the modern automated libraries in this digital age.

Preferable place for using computer

Every person believes that home is the sweetest place for peace. If there is suitable environment for working in computer in the home every one wants to work.

Table 32: Preferable place for using computer

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Library	27.3	15.6	47.9	10.3	32.5	45.5	53.3	24.4	66.7	26.7	35.6
Home	72.7	84.4	52.1	89.7	67.5	54.5	46.7	75.6	33.3	73.3	64.4
N	44	45	48	39	40	44	45	41	45	45	436

From Table 32 we can say that, computer facilities are available at home for 64.4% users whereas only 35.6% users use computer in library. So, it is seen that, major users of university library are able to buy computer and use it comfortably in home.

Time spent on average to use computer regularly

Computer is the latest technology device to solve any problem of a researcher. To find out the desired result users choose the best opportunity as like as computer. Every day he spends his valuable time to work in computer.

Table 33: Time spent on average to use computer regularly

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
30 minutes	25.0	6.7	10.4	20.5	10.0	9.1	24.4	22.0	22.2	11.1	16.1
1 hour	13.6	20.0	14.6	61.5	17.5	36.4	8.9	9.8	31.1	17.8	22.7
2 hours or more'	61.4	73.3	75.0	17.9	72.5	54.5	66.7	68.3	46.7	71.1	61.2

The figures in Table 33 point out that about 61.2% of users use computer for 2 hours or more time. Whereas about 22.7% of users use computer for 1 hour and 16.1% of users spend 30 minutes for computer usage regularly. So it is observed that a high percentage of users both public and private universities are found to spend 2 hours or more time for using computer regularly. It is excellent scenery in research.

Type of documentary sources used for seeking information

Documentary sources are very valuable assets to the researchers. Successful research depends on availability of documentary sources. University library is the best place to get these documents.

Table 34: Type of documentary sources used for seeking information

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Primary	16.7	60.4	27.1	52.1	72.9	18.2	66.7	46.7	37.8	42.2	44.2
Secondary	66.7	33.3	72.9	39.6	27.1	63.6	31.1	40.0	35.6	53.3	46.3
Tertiary	16.7	6.3	-	8.3	-	18.2	2.2	13.3	26.7	4.4	9.5

It appears from the Table 34 that secondary sources of information preferred by the majority of the respondents (46.3%), followed by primary sources (44.2%) and tertiary sources (9.5%). From the investigation we can say that, university library has not sufficient primary and tertiary sources of information to provide the users.

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Using other libraries in Dhaka a part from own library

For generation of new information, university users need not depend mainly on the university library, but make use of other library centres. To promote the quality of the varied educational activities the dependence on the services of outside libraries is also necessitated.

Table 35: Using other libraries in Dhaka a part from own library

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
Yes	35.4	6.3	27.1	66.7	72.9	54.5	28.9	40.0	26.7	71.1	42.9
No	64.6	93.8	72.9	33.3	27.1	45.5	71.1	60.0	73.3	28.9	57.1

Table 35 shows that 57.1% users visit other libraries in Dhaka a part from own library for their research purposes. But 42.9% respondents use only university library for collecting information. So it can be said that, university library is a potential agency based on the utility.

Percentage distribution about name of library

No single library is ever self-sufficient to meet all the requirements of its clientele. Various libraries may be the sources for inspiring a person towards new ideas for generating new information. Every person should use another library to meet up his increasing demand.

Table 36: Percentage distribution about name of library

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
Personal Library	3.2	6.7	57.1	-	30.8	20.0	-	18.5	36.4	-	18.5
Personal collection of friends colleagues	12.9	13.3	31.4	12.5	38.5	-	28.1	-	12.1	30.8	17.0
Another university library	16.1	30.0	-	18.8	-	20.0	18.8	3.7	-	15.4	12.2

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Departmental library	51.6	13.3	-	37.5	-	20.0	40.6	29.6	12.1	-	21.5
Central public library	3.2	6.7	11.4	25.0	-	20.0	12.5	-	27.3	23.1	12.1
British Council library	-	23.3	-	-	-	20.0	-	48.1	12.1	-	10.3
Others	12.9	6.7	-	6.3	30.8	-	-	-	-	30.8	8.7
N	31	45	35	16	13	20	32	27	33	13	265

From Table 36, it is evident that out of 265 respondents 21.5% use departmental libraries, 18.5% use personal library, 17.0% use personal collection of friends/colleagues, 12.2% use another university libraries, 12.1% use central public library, 10.3% use British Council library and 8.7% use other libraries. From this Table it is seen that, major users depends on self collection except using university library.

Asking library staff to obtain materials

Availability of reading materials when they are required is an important aspect in fulfilling the need of users especially of those engaged in research work. But sometimes users do not get desired materials in proper place. They need to ask asking library staff to obtain materials for which are not available in the stock.

Table 37: Asking library staff to obtain materials

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
Yes	89.6	79.2	79.2	81.3	79.2	81.8	71.1	53.3	100.0	64.4	78.0
No	10.4	20.8	20.8	18.8	20.8	18.2	28.9	46.7	0	35.6	22.0

Table 37 shows that 78.0% users ask library staff to obtain materials for which are not available in the stock. But 22.1% respondents do not ask the staff to obtain materials. From the data it may be noticed that, university library stock management is not helpful for user.

Users' knowledge about library software

Using library software is very necessary to provide better and prompt services to the users in the library. Besides, library uses software for performing a whole range of tasks from recording issues of book, manipulating management statistics, keeping a record of expenditure, maintaining personal records etc.

Table 38: Users' knowledge about library software

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Yes	45.8	45.8	16.7	41.7	33.3	54.5	31.1	73.3	86.7	33.3	45.9
No	16.7	-	12.5	8.3	12.5	-	13.3	11.1	8.9	4.4	8.8
I do not know	37.5	54.2	70.8	50.0	54.2	45.5	55.6	15.6	4.4	62.2	45.3

Table 38 demonstrates that 45.9% of respondents know about library software whereas 45.3% of respondents do not know about library software. 8.8% of respondents said that library does not use any software. Due to lack of trained manpower and financial obstruction library software cannot be used properly.

Time spent to get service from the library staff

Time is the most crucial matter to get service from the library staff. By shifting the responsibility of literature search to a capable library staff, the academics and research workers can save much of their valuable time which they can utilize in their studies. Handling of enquiries of the user within a reasonable time draws the efficiency of the staff to users.

Table 39: Time spent to get service from the library staff

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Less than 5 minutes	16.7	-	56.3	33.3	60.4	54.5	48.9	37.8	68.9	55.6	42.9
Between 5 and 10 minute	79.2	66.7	43.8	45.8	31.3	45.5	20.0	42.2	20.0	24.4	42.2
Between 15 minutes and 1 hour	2.1	20.8	_	2.1	_	_	20.0	2.2	11.1	20.0	7.8
Over 1 hour	2.1	12.5	_	18.8	8.3	_	11.1	17.8	_	_	7.1

From Table 39 it is found that among the respondents 42.9% users get quick service less than 5 minutes. 42.2% users get service between 5 and 10 minutes. 7.8% users get service between 15 minutes and 1 hour. 7.1% users get service over 1hour from the staff. From this table we can say that the library staffs deals the user's enquiry promptly, efficiently and effectively.

Attitude of library staff for providing services

For satisfactory functioning of library and information services, there must be efficient staff who should be motivated towards attitude in meeting the growing and changing demands of the users. The following table shows the result of the study.

Table 40: Attitude of library staff for providing services

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Friendly	97.9	85.4	100.0	91.7	100.0	100.0	97.8	86.7	100.0	95.6	95.5
Unfriendly	2.1	14.6	-	8.3	-	-	2.2	13.3	-	4.4	4.5

The data from Table 40 indicates that 95.5% of users think that library staff cooperate them. Only 4.5% of users are not satisfied with the activities of library staff. In this modern digitization era every library staff engage himself to disseminate information in the best way to the user.

Opinion about library up to date collection

Every researcher goes to university library to get current materials on his research topic. Availability of new materials can satisfy the user properly. Especially science researchers always search for new journals and articles to keep themselves up to date.

Table 41: Opinion about library up to date collection

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Very much up-to-date	10.4	20.8	-	10.4	16.7	36.4	33.3	4.4	2.2	33.3	16.6
Moderately up to date	70.8	37.5	81.3	41.7	68.8	18.2	57.8	84.4	88.9	66.7	61.6
Not up to date	18.8	41.7	18.8	47.9	14.6	45.5	8.9	11.1	8.9	_	21.8

It is evident from Table 41 that the satisfaction parameter rate up-to-date, moderately up-to-date and not up-to-date are respectively 16.6%, 61.6% and 21.8%. It is observed that general satisfaction rate is higher than the most satisfaction rate. The figure is not alarming.

Opinion about adequate collection of the information sources

Adequate collection of documents including books and periodicals, reference books and other types of documents are essential to satisfy the study, teaching and research requirements of users in a university library. The degree of adequacy of materials to satisfy the requirements of users in the university libraries under study is given below:

Table 42: Opinion about adequate collection of the information sources

Type	Public University (%)					Private University (%)					All
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Inadequate	45.8	20.8	35.4	25.0	22.9	18.2	55.6	26.7	2.2	24.4	27.8
Moderately adequate	54.2	79.2	56.3	75.0	77.1	45.5	44.4	62.2	88.9	75.6	65.9
Adequate	-	-	8.3	-	-	36.4	-	11.1	8.9	-	6.3

The collected data of Table 42 indicates that 27.8% respondents think the library collection of the information sources such as abstracts, indexes and bibliographies are inadequate according to their demand. But majority of the users (65.9%) think that the collection is moderately adequate. Only 6.3% users are fully satisfied with existing collection. Analyzing the data of Table 40 it can be said that, the collection of the information sources such as abstracts, indexes and bibliographies in university libraries are being strengthened to meet the requirements of the users adequately.

Frequency of using library catalogue

Library catalogue is an important element to find out the reading materials in the library. Library staff has to make the catalogue for providing quick service to the users. The library catalogue is a mirror of a library.

Table 43: Frequency of using library catalogue

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
Always	2.1	6.3	22.9	50.0	2.1	72.7	13.3	13.3	33.3	33.3	24.6
Occasionally	64.6	93.8	70.8	50.0	87.5	18.2	75.6	64.4	55.6	46.7	63.1
Never	33.3	-	6.3	-	10.4	9.1	11.1	22.2	11.1	20.0	12.3

It is clear from the Table 43 that 24.6% of users always depend on using library catalogue to know the existence of library collection in the library. But a large portion of the user (63.1%) use catalogue occasionally. The remaining 12.3% of users never use catalogue. It indicates that, maximum users do not know how to use library catalogue. They have less interest to look through the catalogue entry. This group of users always depends on library staff. A user education programme for those users should be established.

Assistance sought from library staff

Users seek assistance from library staff to meet their information requirements. The nature of assistance usually sought from the library staff is given below:

Table 44: Assistance sought from library staff

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
To locate books	37.5	64.6	12.5	54.2	29.2	45.5	55.6	37.8	57.8	31.1	42.5
To locate current & back volumes of periodicals	25.0	14.6	14.6	12.5	35.4	9.1	2.2	20.0	8.9	4.4	14.9
To compile bibliography	10.4	6.3	-	-	8.3	-	2.2	2.2	-	4.4	3.4
To get acquainted with various reference books	18.8	6.3	52.1	16.7	14.6	18.2	20.0	37.8	15.6	20.0	22.0
To locate specific piece of information	8.3	8.3	20.8	16.7	12.5	27.3	20.0	2.2	17.8	40.0	17.2

It is found from the Table 44 majority of users (42.5%) seek help from library staff for locating books and the least assistance sought is in respect of compilation of bibliographies. 14.9% of users seek help for locating current and back volumes of periodicals, 22.0% for getting reference books and 17.2% for locating specific piece of information. It is observed that the library staff are not able to fulfill the special needs of users due to lack of proper training so far as the internet operation is concerned.

Sources of knowledge about new publications of the library

Every user wants to be informed about new or coming publications of the library. Efficient library staff helps the user in this aspect.

Table 45: Sources of knowledge about new publications of the library

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
Display on board	25.0	27.1	50.0	39.6	50.0	27.3	22.2	22.2	20.0	28.9	31.5
List of new arrivals	47.9	60.4	31.3	50.0	18.8	45.5	42.2	53.3	60.0	42.2	45.0
Library catalogue	2.1	12.5	12.5	10.4	29.2	18.2	24.4	22.2	2.2	24.4	15.7
Informally through the library staff	16.7	-	6.3	-	2.1	-	8.9	-	8.9	-	4.3
Any other source	8.3	-	-	-	-	9.1	2.2	2.2	8.9	4.4	3.4

The Table 45 reveals that majority of the users (45.0%) are to be informed about new publications of the library through list of new arrivals. 31.5% of users through display on board 15.7% of users through library catalogue 4.3% of users through library staff and 3.4% of users through any other source. The figure is very hopeful. Because of the university library staffs are always alert to prepare a list of new arrivals.

Services used most frequently in the library

The utilization of resources of library depends on the providing service facilities of the library. Library services influence the library visit of the clientele. As such the study is also intended to find out the preferable services of the university library user.

Table 46: Services used most frequently in the library

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
Reading Room Services(RRS)	25.8	25.0	22.9	18.8	15.4	20.5	15.6	22.2	31.1	26.7	22.4
Reference Services (RS)	18.7	29.2	20.8	18.7	12.5	15.8	20.0	20.0	13.3	14.6	18.3
Bibliographical Services (BS)	6.3	6.3	14.6	14.6	16.7	13.6	13.3	4.4	4.4	2.2	9.6
Current awareness Services(CAS)	23.0	16.7	16.7	12.5	18.8	16.0	6.7	15.7	22.2	17.8	16.6
Translation Services (TS)	_	_	_	_	_	_	_	_	_	_	0
Inter Library loan Services (ILLS)	_	_	_	_	_	_	_	_	_	_	0
Photocopy Services (PS)	10.4	8.3	8.3	14.6	10.4	15.9	17.8	13.3	4.4	13.3	11.6
Internet Services (IS)	14.6	10.4	16.7	12.5	10.4	13.6	8.9	2.2	15.6	11.1	11.6
News Clipping Service	6.3	4.2	_	8.3	6.3	9.1	8.9	13.3	8.9	24.4	8.8
Others	-	-	-	-	-	-	8.9	8.9	-	-	1.0

From the Table 46 it can be seen that out of the existing services in the university libraries under investigation reading room service is popular and well utilized by the user community. Reference services are the 2nd popular service among the university library users. 16.6% of users use Current Awareness Services (CAS). 11.6% of users use both photocopy and internet services. 9.6%, 8.8% and 1% of users use most frequently bibliographical services, newspaper clipping services and other services respectively. None of them use translation service and inter library loan service. It can be deduced that librarians should take proper steps to improve translation and inter library loan services of the library.

Necessity for internet searching

Necessity for internet searching is unbound. But it is very needed in every moment to a person. Library user uses this searching to gather information and to develop her/him.

Table 47: Necessity for internet searching

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
Database searching	34.2	41.4	39.4	50.3	50.4	21.4	25.6	22.2	30.0	31.3	34.6
E-mail	25.4	40.0	41.7	35.8	37.9	35.7	32.2	37.8	40.0	38.9	36.5
Web browsing	13.2	17.9	14.6	12.5	18.8	18.2	11.1	12.1	11.4	11.7	14.1
Social networking (face book)	22.9	16.7	12.5	10.4	10.4	16	11.1	11.1	17.8	20.0	14.8

From the table 47 it is found that 36.5% of the respondents use internet for e-mail checking. 34.6% of users use for database searching. 14.1% and14.8% of respondents use internet for web browsing and social networking respectively. It is hopefully said that the figure is highly satisfactory. Every user is linked with internet facilities for his important correspondents.

Marketing of information products and services

Users cannot know about important current materials of library without proper marketing services. Even they remain unknown about new customer service of the library.

Table 48: Marketing of information products and services

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	
Display	54.1	60.4	59.3	50.0	52.1	62.2	22.2	60.0	53.3	28.9	50.2
Workshop	_	_	_	16.7	_	45.5	27.3	53.3	22.2	42.2	19.0
Seminar	_	_	_	_	_	18.2	24.4	60.0	2.2	24.4	12.9
Advertisement (print & electronic)	_	_	_	_	_	_	_	_	_	_	_
Mobile phone message (group)	_	_	_	_	_	_	_	_	_	_	_
Face book (on request)	19.8	5.2	22.4	20.0	15.0	19.1	27.2	29.3	22.6	4.4	18.5

Table 48 depicts that 50.2% of respondents are to be aware about marketing of information products and services by display. 19%, 12.9% and 18.5% of users are to be aware by workshop, seminar and face book (on request) respectively. The rate of percentage is very poor. Libraries should also notify through advertisement (print and electronic) and mobile phone message (group).

Facilities of renewal of books through email

For time consuming it is necessary to keep the provision of issue and renewal of books through email for the user. Sometimes users cannot go to library for renewal of books due to dispersion, time lacking, political violence etc. Then they feel comfortable to renew books through email.

Table 49: Facilities of renewal of books through email

Type	Public University										Private University										All	
	BSMMU		DU		BUET		RU		BAU		BRACU		STU		EWU		NSU		IUB			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	-	-	-	-	-	-	-	-	-	-	44	100.0	29	72.5	33	82.5	27	67.5	46	76.7	378	18.5
No	44	100.0	60	100.0	56	100.0	40	100.0	40	100.0	-	-	11	27.5	7	17.5	13	32.5	14	23.3	86	81.5
N	44	100.0	60	100.0	56	100.0	40	100.0	40	100.0	44	100.0	40	100.0	40	100.0	40	100.0	60	100.0	464	100.0

Table 49 shows that only 18.5% users of private universities enjoy the facilities of issue and renewal through email. 81.5% users of university libraries surveyed do not get these facilities. A few users of private universities enjoy these facilities. Maximum users of these libraries continue renew facilities but not get issue facilities through email. Public libraries do not provide this facility till now.

Suggestions for improving library services

Most of the users of university libraries suggest improving library services to change the library environment and to train up the library staff promptly. I have taken into consideration the points stated by majority of users as the basic point for the improvement of library services.

Table 50: Suggestions for improving library services

Type	Public University		Private University		All	
	N	%	N	%	N	%
To keep clean library room	8	3.3	4	1.8	12	2.6
Should have quick and clear photocopy machine	4	1.7	-	-	4	.9
Library room should have to be soundless	4	1.7	-	-	4	.9
Library should take responsibility for keeping users bags	4	1.7	-	-	4	.9
Should have adequate copy of updated books and journals	36	15.0	92	41.1	128	27.6
Library should improve services overall	16	6.7	8	3.6	24	5.2
Library should be digitalized	12	5.0	-	-	12	2.6
Should have the facility to use faster internet for everyone	48	20.0	28	12.5	76	16.4
Information should be updated daily	20	8.3	4	1.8	24	5.2
Reading room should be air conditioned	20	8.3	4	1.8	24	5.2
Power generator should be provided	8	3.3	-	-	8	1.7
Computer room should be larger enough	4	1.7	-	-	4	0.9
Entrance path should be rearranged	4	1.7	-	-	4	0.9
Soft copy of the materials should be available	8	3.3	-	-	8	1.7

Type	Public University		Private University		All	
	N	%	N	%	N	%
Updated books/journals should be available	4	1.7	-	-	4	0.9
Management should be improved	4	1.7	-	-	4	0.9
Library staff should be well-behaved	4	1.7	-	-	4	0.9
Library services should be separated for every institute	8	3.3	-	-	8	1.7
Library should be improved like ICDDR,B Library	4	1.7	-	-	4	0.9
Should protect library from sound of road vehicles	4	1.7	-	-	4	0.9
Authority should take care to save time and needs of student	-	-	4	1.8	4	0.9
Library should be equipped with modern technology	-	-	4	1.8	4	0.9
Should provide training to use library	-	-	4	1.8	4	0.9
Books should be kept in more organized way	-	-	4	1.8	4	0.9
To increase efficiency of staff to deliver quick service	-	-	4	1.8	4	0.9
Single cabin reading room should be increased	-	-	4	1.8	4	0.9
Library should have larger space	-	-	4	1.8	4	0.9
Interior design should be improved	-	-	4	1.8	4	0.9
Entrance and exit paths should be improved	-	-	4	1.8	4	0.9
Not Response	112	46.7	72	32.1	184	39.7
N	240	100.0	224	100.0	464	100.0

From Table 50 it is evident that majority of respondents (16.4%) think that library should have the facility to use faster internet for everyone. 39.7% of users are unconscious about their problems.

1b. Analysis of Questionnaires to Former Library Users

Table 51: Frequency of usage of library

Indicator	Public University		Private University		All Universities	
	N	%	N	%	N	%
Once in a month	12	7.1	24	40.0	36	15.8
A few times in a month	12	7.1	24	40.0	36	15.8
A few times in a week	60	35.7	12	20.0	72	31.6
About once in a week	24	14.3	-	-	24	10.5
About once in a day	24	14.3	-	-	24	10.5
More than once in a day	36	21.4	-	-	36	15.8
N	168	100.0	60	100.0	228	100.0

The Table 51 shows that the highest portion 31.6% (35.7% of users in public library and 20.0% in private university) of respondents used the library a few times in a week. 15.8% (7.1% in public library and 24% in private university library) of users averagely used library once in a month and a few times in a month. Only 21.4% of users in public university library were then followed more than once in a day. Moreover 14.3% of users in public university library used library about once in a week and about once in a day. It is observing that no user of private university library desired to use the library about once in a week, once in a day and more than once in a day because of poor facilities and time lacking.

Table 52: Sources of desired materials

Indicator	Public University		Private University		All University	
	N	%	N	%	N	%
Books	168	100.0	36	60.0	204	89.5
Journal	132	78.6	-	-	132	57.9
Newspaper	72	42.9	12	20.0	84	36.8
Audio visual materials	24	14.3	-	-	24	10.5
Reference materials	72	42.9	24	40.0	96	42.1
Internet	-	-	-	-	-	-
Others	12	7.1	12	20.0	24	10.5
N	168	100.0	60	100.0	228	100.0

Analysis of Table 52 reveals that maximum respondents (89.5%) desired to get information from books followed by 57.9% from journals, 42.1% from reference

materials, 36.8% from newspaper, 10.5% from audiovisual materials and others. It is observed that the former users of the university libraries did not get any internet facility. Even the users of private universities did not seek their daily information from journals and audio-visual materials due to unavailability.

Table 53: Satisfaction level for meeting information needs

Indicator	Public University		Private University		All University	
	N	%	N	%	N	%
Very high	24	14.3	-	-	24	10.5
High	72	42.9	48	80.0	120	52.6
Moderate	72	42.9	12	20.0	84	36.8
Poor	-	-	-	-	-	-
N	168	100.0	60	100.0	228	100.0

It is evident from Table 53 that satisfaction rate among the parameter 'Very high', 'High' and 'Moderate' is respectively 10.5%, 52.6% and 36.8%. It is observed that the general satisfaction rate is higher than the most satisfaction rate. No user of private university library satisfied very highly. The satisfaction rate 'Poor' is 00%. It means that library facilities have increased day by day. Library staffs are trying to minimize the obstacles for fulfilling the information needs of users.

Table 54: Opinion about adequate collection of the information sources

Indicator	Public University		Private University		All University	
	N	%	N	%	N	%
Inadequate	24	14.3	-	-	24	10.5
Moderately adequate	120	71.4	36	60.0	156	68.4
Adequate	24	14.3	24	40.0	48	21.1
N	168	100.0	60	100.0	228	100.0

The collected data of Table 54 indicate that only 10.5% respondents thought the library collection of the information sources such as abstracts, indexes and bibliographies were inadequate according to their demand. Majority of the users (68.4%) thought that the collection were moderately adequate. But 21.1% users were fully satisfied with existing collection. Analyzing the data from Table 52 it can be said that, the collection of information sources such as abstracts, indexes and

bibliographies in university libraries is being strengthened to meet the requirements of the users adequately.

Table 55: Services used most frequently in the library

Indicator	Public University		Private University		All University	
	N	%	N	%	N	%
Reading room services(RRS)	168	100.0	48	80.0	216	94.7
Reference services(RS)	120	71.4	36	60.0	156	68.4
Bibliographical services (BS)	48	28.6	-	-	48	21.1
Current awareness services (CAS)	36	21.4	-	-	36	15.8
Inter library loan services (ILLS)	-	-	-	-	-	-
Translation Services (TS)	-	-	-	-	-	-
Photocopy Services (PS)	24	14.3	-	-	24	10.5
Internet services (IS)	72	42.9	24	40.0	96	42.1
News clipping services	36	21.4	12	20.0	48	21.1
Other	-	-	12	20.0	12	5.3
N	168	100.0	60	100.0	228	100.0

From the table 55 it can be seen that out of the existing services in the university libraries under investigation reading room services were the most popular and well utilized by the user community. Reference services were the second popular service among the university library users. 42.1% of users used internet services. 21.1% of users used both bibliographical services and news clipping services.15.8% of users benefited with Current awareness Services (CAS). 10.5% of users used most frequently photocopy and 5.3% of users used other services. None of them used translation services and inter library loan services. It can be deduced that librarians should take proper steps to improve translation and inter library loan services of the library.

Table 56: Purposes for using university library

Indicator	Public University		Private University		All University	
	N	%	N	%	N	%
Academic purpose	168	100.0	60	100.0	228	100.0
Increase general knowledge	72	42.9	24	40.0	96	42.1
Career development	84	50.0	24	40.0	108	47.4
Searching job facilities	-	-	12	20.0	12	5.3
Finding health information	-	-	-	-	-	-
Business information	12	7.1	12	20.0	24	10.5
N	168	100.0	60	100.0	228	100.0

Table 56 shows that all users (100%) used library mainly for academic purposes. 47.4% of respondents desired to get information for career development. 42.1% users were interested in increasing general knowledge. Only 10.5% and 5.3% of users used library for business information and searching job facilities respectively. No one was interested for finding health information due to lack of availability of supporting materials.

Table 57: Satisfaction from library services

Indicator	Public University		Private University		All University	
	N	%	N	%	N	%
Yes	144	85.7	60	100.0	204	89.5
No	24	14.3	-	-	24	10.5
N	168	100.0	60	100.0	228	100.0

Table 57 demonstrates that 89.5% of respondents were satisfied with library services whereas only 10.5% of respondents gave negative opinion. It is observed that the service facilities of private university library were better than that of public university library. Due to introducing modern equipment and digital facilities the former was more popular to its users. Lack of trained manpower and financial support was the main challenge for providing the best facilities of public university library.

2. Analysis of Questionnaires to Library Staff

Ten university libraries have been selected purposively and brought under the investigation. There were set 8 categories of variables for the respondent (The Chief Librarian) to provide various types information related to reading environment, library resources user, infrastructures, human resources etc.

University library Opening hours

Users are keen to use library most of the time in a day. So library should be opened and closed in a reasonable time. Since the users are busy in other works during day time they would like to make use of their library work in the evening till late night.

Table 58: University library hours

Day	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Sunday to Thursday	8.00AM-8.00PM	8.00AM-9.00PM	9.00AM-5.00PM	8.00AM-8.00PM	8.00AM-8.30PM	9.00AM-9.00PM	8.00AM-8.00PM	8.30AM-10.00PM	8.00AM-9.30PM	8.30AM-9.30PM
Friday	3.00AM-8.00PM	3.00PM-5.00PM	Holiday	Holiday	3.00AM-8.0PM	Holyday	9.00AM-6.00PM	10.00AM-5.00PM	10.00AM-6.00PM	10.00AM-7.00PM
Saturday	8.00AM-8.00PM	10.00AM-8.00PM	3.00PM-8.00PM	8.00AM-2.00PM	8.00AM-8.30PM	1.00PM-9.00PM	8.00AM-8.00PM	5.00PM-10.00PM	10.00AM-9.00PM	8.30AM-8.00PM

The data from Table 58 reveal that the highest time (13.5 hours) for user services is given by EWU and NSU libraries. DU and IUB libraries open for 13 hours. BAU, BSMMU, RU, BRAC and SUB libraries open for 12 hours. BUET library opens for only 8 hours normally. It is found that due to shortage of staff, the library authorities are not able to open library services for long hours.

Library resources

Library resources are the heart of a library. Users are attracted to the library for important resources. The following table shows total library resources of the selected university.

Table 59: Total library resources of the university

Library Resources	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Books	26551	617000	125066	350000	166286	20200	15802	23402	49500	31000
Current Journals	40	46	44	402	168	200	150	130	288	190
Manuscripts	0	30000	0	0	2121	0	0	0	0	0
Newspapers	10	21	4	27	36	8	7	16	16	12
Microforms	0	3100	0	0	1599	0	0	0	0	0
CD-ROM	329	14	655	653	100	48	500	1340	1895	1600
Others	2280	2000	4000	1900	12116	0	0	0	0	1500

Table 59 explains that Dhaka university library has the highest number of books including rare books among the surveyed library. Whereas BSMMU has the lowest number of book collections. Every library subscribes journals and newspapers as per the need of the respective library. The highest number of current journals and newspaper are subscribed by respectively RU library and BAU library. Only these two university libraries have manuscripts and microforms. All respective libraries provide information services in CD-ROM. Except BRAC, SUB, EWU and NSU all libraries has many maps, atlases, reports, thesis etc. It is to be noted that every library has a satisfactory number of books but other materials are not adequate.

Quantity of procurement of titles/volumes in a year

Librarian makes an attempt to enrich his library by procuring huge title or volumes according to users' demand.

Table 60: Quantity of procurement of titles/volumes in a year

	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Titles/volumes	1000	9500	1500	560	511	2331	750	2000	3500	800

Table 60 indicates that DU library procures highest number of titles or volumes (9500) among all surveyed university libraries. NSU library follows with 3500 titles or volumes. BRAC, EWU, BUET, BSMMU, IUB, SUB, RU and BAU libraries procure respectively 2331, 2000, 1500, 1000, 800, 750, 560 and 511 titles or volumes.

Various sections of the universities

Library materials are properly organized, arranged and served in various sections. Sections may differ from library to library.

Table 61: Various sections of the universities

Section name	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Administration	√	√	√	√	√	-	√	√	√	√
Acquisition	-	√	√	√	√	√	-	-	√	√
Processing	√	√	√	√	√	√	-	-	√	√
Circulation	√	√	√	√	√	√	√	√	√	√
Reference	√	√	√	√	√	√	√	√	√	√
Audiovisual & e-resources	√	√	-	-	√	-	-	-	√	√

Table 61 reveals that only DU, BAU, NSU and IUB libraries have all important sections for providing better services to the users. BSMMU library maintains all acquisition activities in its processing section. The chief librarian of BRAC University does her administrative job by controlling all sections. Again the chief librarian of SUB and EWU do all acquisition and processing works together with his administrative staff. BUET, RU, BRACU, SUB and EWU libraries have no audiovisual and e-resources sections.

Air- conditioning facility

Air-conditioning facility is prerequisite for proper preservation of library materials. Users feel also comfortable to read in air-conditioned room.

Table 62: Air- conditioning facility

	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Air-conditioning	√	√	√	√	√	√	√	√	√	√

Table 62 shows that all selected libraries have air-conditioning facility. It is very good to have this facility for both researcher and library staff to do good job.

Year of library computerization or automation

Computerization or automation facilities are very essential in a library to find out current and right information promptly.

Table 63: Year of library computerization or automation

	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Year	2004	1998	2004	2010	2001	2001	2003	1996	1998	1993

Table 63 depicts that IUB library has taken at first step to start automation facilities in 1993. Then EWU library followed in 1996. DU and NSU libraries have started these facilities in 1998. From 2001 BAU and BRAC university libraries provide computerization or automation facilities. Then BSMMU and BUET libraries followed in 2004. RU library has started lastly in 2010.

Providing services of the libraries

Services are main attraction to the library user. Library authorities should increase day by day more services for the users.

<p align="center">Table 64: Providing services of the libraries</p>

Services	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Reading room service	√	√	√	√	√	√	√	√	√	√
Reference service	√	√	√	√	√	√	√	√	√	√
Current Awareness Service	√	-	√	-	√	√	-	√	√	-
Selective dissemination of Information Service	√	-	√	-	√	√	-	√	√	-
Bibliographic & online search service	√	√	√	-	√	√	√	√	√	√
Abstracting & Indexing services	√	-	-	-	√	√	-	-	-	√
Consultancy services	√	-	√	-	-	√	-	√	√	√
Online Public Access catalogue	√	√	√	-	-	√	√	√	√	√
Inter library loan	-	-	-	-	-	-	-	-	-	-
Internet/E-mail service	√	√	√	√	√	√	√	√	√	√
CD-ROM search	√	√	-	-	√	√	√	√	√	√
Photocopy	√	√	√	√	√	√	√	√	√	√
Electronic journal service	√	√	√	√	√	√	√	√	√	√
Printing facilities	√	-	√	-	√	√	√	√	√	-
Document scanning	√	√	√	-	√	√	√	√	√	√
In house database service	√	√	√	√	√	√	-	√	√	√
Lending books/journals	√	√	√	√	√	√	√	√	√	√
Access to any specialized network	√	√	-	-	√	√	-	√	√	-

From Table 64 it is observed that reading room, reference, internet/email, photocopy, electronic journal service and lending services are available in all selected university libraries. Current Awareness Service and Selective Dissemination of Information service are provided by BSMMU, BUET, BAU, BRAC, EWU and NSU libraries. Bibliographic and online search services are available in all selected university libraries except RU library. Abstracting and indexing services are provided by BSMMU, BAU, BRAC and IUB. Only BSMMU, BUET, BRAC, EWU, NSU, and IUB libraries deliver consultancy service. No library give inter library loan service. Only BUET and RU libraries give facility for CD-Rom search. All libraries except DU, RU and IUB libraries offer printing facilities. BSMMU, DU, BAU, BRAC, EWU and NSU libraries have facilities to access in any specialized network. All libraries have to try to start inter-library loan facility to the user.

Used classification scheme

Each library uses any classification scheme for processing of library materials properly. It is necessary to find out desired materials at the right time.

Table 65: Used classification scheme

Classification scheme	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
DDC	√	√	√	√	√	√	√	√	-	√
UDC	-	-	-	-	-	-	-	-	-	-
LC	-	-	-	-	-	-	-	-	√	-
Others	-	-	-	-	-	-	-	-	-	-

Table 65 shows that all surveyed libraries except NSU library use Dewey Decimal Classification (DDC) scheme for processing of library materials properly. Only NSU library use Library of Congress (LC) scheme in this purpose. No library uses UDC or other classification scheme.

Used cataloguing code

Cataloguing code is an essential element for processing library materials.

Table 66: Used cataloguing code

Cataloguing code	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
AACR-1	-	-	-	-	-	-	-	-	-	-
AACR-2	√	√	√	√	√	√	√	√	√	√
Others	-	-	-	-	-	-	-	-	-	-

Table 66 describes that all selected libraries use AACR-2 for processing their library materials.

Charging system of the university

To impose charge to the user is necessary for maximum uses of the library materials.

Table 67: Charging system of the university

Charging system	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Browne System	-	√	√	-	√	-	√	-	-	-
Newark System	-	-	-	-	-	-	-	-	-	-
Others	√	-	-	√	-	√	-	√	√	√

Table 67 focuses that only four libraries DU, BUET, BAU and SUB libraries follow Browne charging system. No library follows Newark system. BSMMU, RU, BRAC, EWU, NSU and IUB libraries follow their own systems.

Methods of processing (cataloguing and classification)

All libraries are going to digitized form day by day. So methods of processing are vital factor to give better services to the user.

Table 68: Methods of processing

Methods of processing	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Manual	-	-	-	-	√	-	-	-	-	-
Technological	√	-	-	-	-	√	√	-	-	-
Both	-	√	√	√	-	-	-	√	√	√

The above mentioned comparative picture in Table 68 shows that only BAU library follows manual system for processing of library materials. BSMMU, BRAC and SUB libraries process their reading materials technologically. DU, BUET, RU, EWU, NSU, IUB follow both manual and technological system.

Used technology

Without technology no library can serve fast with its materials.

Table 69: Used Technology in library

	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Technology	KOHA & MARC	KOHA & MARC	BUETLIB & KOHA & MARC	-	CDS-ISIS & Win ISIS	KOHA & MARC	Mysql &Visual basic	KOHA & MARC	KOHA & MARC	Win ISIS

Table 69 shows that only RU library do not use any software for providing library services. But it is now ongoing process to start KOHA and MARC-21. DU, BSMMU, BUET, BRACU, EWU and NSU libraries use KOHA and MARC, BAU library uses CDS-ISIS and Win ISIS, SUB library use Mysql &Visual basic and IUB library uses Win ISIS software for library activities.

Used list of subject heading

List of subject heading is an essential element for cataloguing of library materials. Table 70 shows the comparison on using subject heading among various libraries.

Table 70: Used list of subject heading

List of subject heading	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
LC	-	-	√		√	√		√	√	-
Sears list	√	√	-	√	-	-	√	√	√	-
MESH	√	-	-	-	-	-	-	-	-	-
Others	-	-	-	-	-	-	-	-	-	√

From Table 70 we can say that Sears list is used for BSMMU, DU, RU, and SUB libraries. LC subject heading is used for BUET, BAU and BRACU libraries. EWU and NSU libraries use both LC and Sears list for determining subject heading. IUB library use special subject heading list named SPINES.

Library annual budget in Taka

Budget is an important factor for a library. In this digital age no library can run without a handsome budget. Year-wise annual budget of the selected libraries has been shown in the Table 71.

Table 71: Library annual budget in Taka

Years	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
2010-2011	13000000	14470000	10200000	10526000	17876000	15697800	2800000	9000000	16500000	12900000
2011-2012	14000000	15019000	13000000	12002000	16611000	17651000	6000000	9500000	17919000	13005000
2012-2013	15606000	15766000	15000000	11572000	14979000	18020000	7500000	10200000	16151000	15500000
2013-2014	15803000	16303000	18000000	15526000	17706000	18147000	8200000	10340000	18155000	17900000

From Table 71 it is found that in the 2010-2011 fiscal year BAU library was allocated the highest budget among all libraries. But in the 2011-2012 fiscal year BRACU library was allocated the highest budget to operate the library. Both in the 2012-2013 and 2013-2014 fiscal years NSU library was allocated the highest budget for library expenditure. On an average, it can be said that among all public university libraries BSMMU library and among all private university libraries SUB library had poor budget. The budget amount of the most libraries increased year by year. This amount should be increased by the UGC and private university authority for greater interest of faculty members, students and staff.

Fund of library

Fund is one of the important factors by which library runs. All financial activities of universities depend upon the fund.

Table 72: Fund of library

fund for library	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Government	-	-	-	-	-	-	-	-	-	-
Parent body	√	√	√	√	√	√	√	√	√	√
UGC	√	√	√	√	√	-	-	-	-	-
Donors	-	-	-	-	-	-	-	√	-	-
Others	-	-	-	-	-	-	-	-	-	-

Table 72 shows that the main fund of the selected universities comes from their own parent body. Only public universities get financial support from UGC. Sometimes EWU manages some funds from foreign donors. There is no other source for the university to get any fund.

Library operation system

In this digitized era each library is trying to reach in automated form for providing best services to the user.

Table 73: Library operation system

Library operation	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Fully automated	-	-	-	-	-	√	√	-	√	-
Partly automated	√	√	√	-	√	-	-	√	-	√
Manually operated	-	-	-	√	-	-	-	-	-	-

Table 73 indicates that all library activities of BRAC, SUB and NSU are operated in fully automated form. BSMMU, DU, BUET, BAU, EWU and IUB libraries have started library operation partly in automated form. Only RU library operates its all activities manually till now due to lack of trained staff.

Functions through computer and related technologies

Computer and related technologies are used for various purposes in university libraries. Without these no library can provide any modern facility to the user.

Table 74: Functions through computer and related technologies

Functions	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Administrative function	√	√	√	√	√	√	√	√	√	√
Acquisition functions	-	-	-	-	-	√	√	√	√	√
Processing	-	√	√	-	√	√	-	√	-	-
Circulation	-	√	-	-	-	√	√	√	√	√
Reference services	-	-	-	-	-	-	-	-	-	-
Documentation functions	-	-	-	-	-	√	√	√	√	√
Serials control	-	-	-	-	-	√	√	√	√	√
Preparing in-house database	-	-	-	-	-	√	√	√	√	√

Table 74 explains that all surveyed university libraries use computer and related technologies for administrative function. All private university libraries use these for acquisition, circulation and documentation functions, preparation in-house database and serial control. DU library use technologies for processing and circulation also. BUET, BAU, BRAC and EWU libraries use computer for processing library materials. No library use technology for providing reference services. Automation project has been continuing in BSMMU, DU, BUET, RU, BRAC and NSU libraries by UGCBAIF under HEQEP project.

Satisfaction with infrastructural facilities to provide effective library

To provide effective library services infrastructure facilities should be ensured in a library.

Table 75: Satisfaction with infrastructural facilities to provide effective library

Indicator	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Yes	√	√	√	√	√	√	-	√	√	-
No	-	-	-	-	-	-	√	-	-	√

Table 75 indicates that maximum university library staffs are satisfied with their infrastructure facilities to provide good services to the user. Among the surveyed private universities only two SUB and IUB libraries' staffs are not satisfied due to their manual operation.

Quantity of computers in libraries

One computer for one user is a satisfactory level for the user in a library. So a library serves moderate services properly if it has a good number of computers.

Table 76: Quantity of computers in library

Computer	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Total	67	97	84	65	50	51	16	32	49	45

Table 76 shows that DU library has the highest number of computers (97). Among other university libraries BUET, BSMMU, RU, BRACU, BAU, NSU, IUB, EWU and SUB have 84, 67, 65, 51, 50, 49, 45, 32 and 16 computers respectively for user services and administrative work.

Audio-visual facilities

All important materials are not only in book form but also in soft copy and audio-visual form. So these facilities must be available in every library.

Table 77: Audio-visual facilities

Audio-visual facilities	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Television/VCP/VCR	-	-	-	-	√	-	√	-	√	√
CD/VCD player	√	-	-	-	√	√	√	-	√	√
Multimedia projector	√	-	-	-	√	√	-	√	√	-

Table 77 explains that Television/VCP/VCR is available in only four university libraries such as BAU, SUB, NSU and IUB libraries. CD/VCD player is used in BSMMU, BAU, BRAC, SUB NSU and IUB libraries. The multimedia projector is available in BSMMU, BAU, BRAC, EWU and NSU libraries. The renowned public university libraries like DU, BUET and RU have no audiovisual materials.

Used automation software

For providing automated services every library has to use any automated software.

Table 78: Used automation software

Automation software	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
In-House built software	√	√	_	_	_	_	√	√	√	√
Readymade software package	_	_	_	_	_	_	_	_	_	_
Open source software	√	√	√	_	√	√	_	√	√	√
Others	_	_	√	_	_	_	_	_	_	_

Table 78 depicts that among all selected libraries BSMMU, DU, SUB, NSU and IUB libraries use in-house built software and open source software for library management and providing services. All other libraries except BUET use open source software like GSDL and Dspace. RU library does not use any software till now. BUET library uses open source software and self-developed software named BUETLIB.

Satisfaction with existing library modernization

It is a very cheerful matter for library staff to work in a modern library. They may be satisfied to serve excellent service with new and modern equipments.

Table 79: Satisfaction with existing library modernization

Satisfied	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Software options	-	-	-	-	-	√	-	-	√	-
Hardware options	-	-	√	-	√	√	-	-	√	-
Automated services	-	-	-	-	-	√	√	√	√	-

Table 79 explains that BSMMU, DU and RU libraries' staffs are not satisfied at all with their existing facilities. BUET and BAU libraries' staffs are satisfied a little bit with only their hardware options. Only BRAC, EWU and NSU libraries' staffs are fully satisfied with their all modern equipments like software, hardware options and automated services. SUB library has started recently partially automated services. So the staffs of this library are satisfied with their services.

Subject Database search facilities

Database searching is necessary for retrieving latest information. All libraries have to try to facilitate database searches.

Table 80: Subject Database search facilities

Database search facilities	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
INASP-PERI	-	-	-	√	-	√	√	-	√	√
MEDLINE & PUBMED	√	√	-	√	-	√	-	√	-	-
AGORA/HINARI	-	√	√	√	√	√	√	√	√	√
OARE/ DOAJ	-	√	√	√	√	-	-	-	-	-
Union Catalogue	-	-	-	-	-	-	-	-	-	-
JSTOR	-	-	-	√	-	√	-	√	-	-
Arts & Humanities search	-	√	-	-	-	-	-	√	√	-
Applied Science & Technology	-	√	-	-	-	-	√	√	√	-
Others	-	√	-	-	-	-	-	-	-	-

Table 80 mentions that MEDLINE and PUBMED databases are used in BMSSU, DU, RU BRACU and EWU libraries. DU library gives the best facilities to search in AGORA/HINARY, OARE/DOAJ, Arts and Humanities search, applied science and technology and also LC databases. BUET library entertains AGORA/HINARY and OARE/DOAJ databases. RU library has also the best facilities for searching INASP-PERI, MEDLINE and PUBMED and JSTOR, AGORA/HINARY, OARE/DOAJ, databases. AGORA/HINARY and OARE/DOAJ are used in BAU library too. BRACU library has INASP-PERI, AGORA, HINARY and JSTOR database facilities. SUB library give opportunity to search INASP-PERI and applied science and technology databases. Arts and Humanities search and applied science and technology search facilities are good in both EWU and NSU libraries. NSU library has also popular INASP-PERI and AGORA/HINARY database facilities. IUB library subscribes also for INASP-PERI and AGORA/HINARY database facilities. For better knowledge gathering union catalogue service facility should be started among similar university libraries.

Number of staff

The staff is the most valuable resource of a library. The standard of library services fully depends on the efficient staff. The library staff is responsible for organization and arrangement of library materials as well as for user services. A library must have required number of competent, well-trained, qualified and motivated professionals and supporting staff according to particular kind and size of the library. Library staff can be grouped in the following categories for various kinds of job requirements:

1. Professional of different grades for management and professional activities i.e. librarian, deputy librarian, assistant librarian etc.

2. Semi-professional for routine jobs like book ordering, accessioning, processing etc i.e. library assistant, technical assistant, information assistant etc.

3. Non-professional staff for supporting in specified activities i.e. reprographic assistant, book binder accountant, administrative officer etc.

Table 81: Number of staff

Staff	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Professional	8	22	14	16	11	13	5	13	11	10
Semi-professional	8	50	17	33	12	2	3	3	2	2
Non-professional	14	148	20	55	70	5	2	6	6	6
Others	0	20	2	5	3	0	0	3	0	1

From Table 81 it is observed that the number of professional staff is less than semi-professional staff among all surveyed public university libraries except BSMMU library. In almost all libraries the number of non-professional staff is twice than that of semi-professional staff except SUB library. Only DU, BUET, RU, BAU, EWU and IUB libraries have other staff like IT expert, consultant etc.

Automation of library services

Automation is a use of computer-assisted systems to undertake repetitive jobs leaving staff free to accomplish other duties.

Table 82: Automation of library services

Indicator	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Yes	√	√	√	√	√	√	√	√	√	√
No	-	-	-	-	-	-	-	-	-	-

Table 82 shows that all university libraries surveyed have automated a good number of work and services of the respective university.

Manpower for library automation

It is very necessary to involve efficient library staff in automated library services. Without sufficient manpower all users will not get desired service at right time.

Table 83: Manpower for library automation

Indicator	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Adequate	√	-	-	-	√	√	-	-	-	-
Almost adequate	-	-	-	-	-	-	-	√	-	√
Inadequate	-	√	√	√	-	-	√	-	√	-

From Table 83 it is seen that half portion of the staff of the university libraries surveyed think that their existing manpower for library automaton are inadequate. The manpower of BSMMU, BAU and BRAC libraries is adequate. EWU and IUB libraries are satisfied with their almost adequate manpower.

Number of employee having computer background

This is very urgent issue to appoint employee having computer background to merge for library digitization. With backing computer knowledge they perform a whole range of tasks from recording issues of book, manipulating statistics, keeping a record of expenditure, maintaining personal record etc within very short time.

Table 84: Number of employee having computer background

Number	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Number	8	8	2	3	12	10	3	10	2	2

It indicates from Table 84 that the highest number of employee (12) having computer background is in BAU library. Then the number follows by 10 for BRAC and EWU, 8 for DU and BSMMU, 3 for RU and SUB, 2 for BUET, NSU, and IUB libraries. It is very hopeful screen for digitizing the university libraries.

Provision for training of library staff

Trained staff is very helpful asset for a library. Effective professional training can increase skill of the staff and makes them efficient.

Table 85: Provision for training of library staff

Indicator	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Yes	√	-	-	√	√	√	√	√	√	√
No	-	√	√	-	-	-	-	-	-	-

Table 85 indicates that all university libraries surveyed except DU and BUET libraries have the provision for training of library staff.

Average number of library staff who has received training

Trained staff can organize the library with modern and current materials, use any technology for processing of materials and provide services quickly according to user demand.

Table 86: Average number of library staff who has received training

Indicator	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Information technology	2	0	4	1	5	13	3	13	10	5
Other library services	0	0	0	1	10	13	0	13	10	5

It is found from Table 86 that the highest number of trained staff on information technology and other library services (13 + 13) has remained in BRAC and EWU libraries. NSU library has 10 staff on information technology and10 staff on other library services. The number of trained staff on information technology is 2 in

BSMMU, 4 in BUET, 1 in RU, 5 in BAU and IUB and 3 in SUB. The number of trained staff on other library services is 1 for RU, 10 for BAU and 5 for IUB libraries. There is no trained staff in DU library and no trained staff on other library services in BSMMU and BUET libraries.

Provided Internet searching facilities

Library services have expanded in various aspects through internet searching facilities. These facilities help the library authority to build up info-culture opportunity for the user.

Table 87: Provided Internet searching facilities

Indicator	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Yes	√	√	√	√	√	√	√	√	√	√
No	-	-	-	-	-	-	-	-	-	-

Table 87 shows that all university libraries surveyed provide internet searching facilities. The authority tries to meet up the lacking of valuable book or journal through online services.

Purposes for internet searching

The library authority gives opportunity to use internet services in various purposes of the user. User can use the opportunity for their carrier development.

Table 88: Purposes for internet searching

Indicator	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Database searching	√	√	√	√	√	√	√	√	√	√
Email browsing	√	√	√	√	√	√	√	√	√	√
Web browsing	√	√	√	√	√	√	√	√	√	√
Social networking (face book)	√	√	√	√	√	√	√	√	√	√
Virtual reference services	-	-	-	-	-	-	-	√	-	-

Table 88 depicts that all selected libraries have the internet facilities for database searching, email and web browsing and social networking (face book). No library provides virtual reference services except EWU library.

Marketing of information products and services

Marketing is most essential for new information products and services of a library. The library tries to maximize uses of a material to the user through marketing.

Table 89: Marketing of information products and services

Type	Public University (%)					Private University (%)					All (%)
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB	(%)
Display	√	√	√	√	√	√	√	√	√	√	100
Workshop	-	-	-	-	-	√	√	√	√	√	50
Seminar	-	-	-	-	-	√	√	√	√	√	50
Advertisement (print & electronic)	-	-	-	-	-	√	√	√	√	√	50
Mobile phone message (group)	-	-	-	-	-	-	-	-	-	-	-
Face book (on request)	-	-	-	-	-	√	√	√	√	√	50

Table 89 depicts that 100% of university libraries (both public and public) are aware to user information by display. Besides, all private university libraries inform the user about new arrival of materials through workshop, seminar, advertisement, mobile phone message and face book.

Provision of issue and renewal of books through email

Sometimes users cannot be able to come to the library for personal and political problems. Though issuing of books through email is so difficult now but library can provide the renew facility through email.

Table 90: Provision of issue and renewal of books through email

Indicator	Public University					Private University				
	BSMMU	DU	BUET	RU	BAU	BRACU	SUB	EWU	NSU	IUB
Yes	-	-	-	-	-	√	√	√	√	√
No	√	√	√	√	√	-	-	-	-	-

Table 90 reveals that all selected private university libraries have the facility of renewal of books through email. No public university library provides such kind of facility.

Findings of the Study

The present PhD research attempts to assess the real picture of the present condition of the university library services of Bangladesh by setting a set of standards and making recommendations for logical change which could fit with our socio-economic condition. The questionnaires served under the study succeeded in gathering valuable information about the university libraries' present situation. Major findings from the university library survey done under this study have been furnished in earlier tables. The important findings of the questionnaire survey are furnished below.

One of the important findings of the study was that **the successful service facilities are not provided by university libraries of Bangladesh due to lack of sufficient budget and technology based staff.** Libraries have been struggling due to a want of adequate infrastructure, skilled manpower, modern technology, cooperation among the libraries, library marketing and communication and user education, etc. At the very outset of this research it has been pointed out that among young people in particular, however, there is a tendency to consider the library as primarily the domain of the book; fewer now regard the library as either a primary source of information or as a means to discover and access knowledge that exists beyond its own physical collection. The researcher indicates that most undergraduates either do not visit their campus library or do so only once or twice times per week. Librarians and faculty members alike complain that young people too often conceive the research process as beginning and ending with an Internet search. Several have observed that it takes only one dissatisfying experience with a library to solidify a student's conviction that the Internet provides more efficient, productive and enjoyable paths to information.

The summary of the findings is presented in the following styles:

Gender: The majority of library users are male person. Females are found less, perhaps due to their backwardness in every sphere of life, education in particular.

Figure 2: Respondents about gender by type of university (in %)


38.4

61.6

■ Male ■ Female
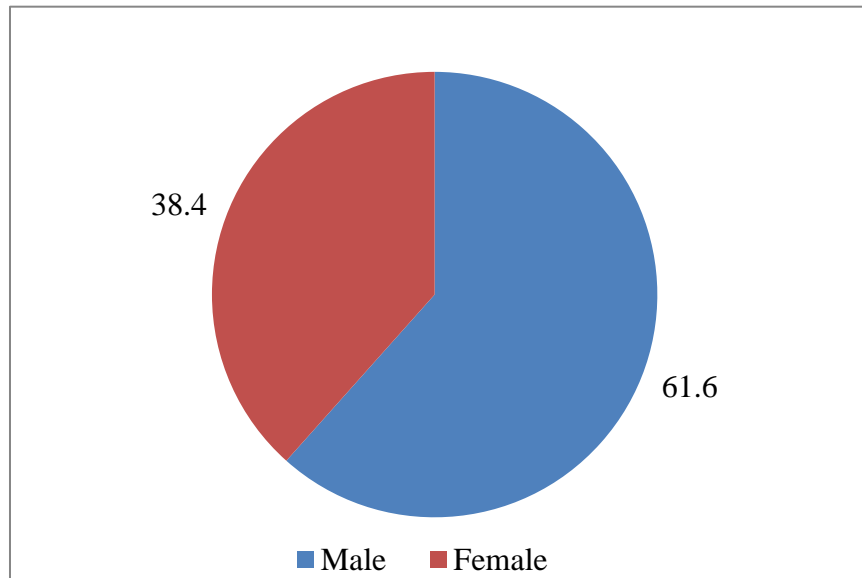
Age level: Most of the respondents (48.5%) fall in the young age group (22 to 24). It indicates that the importance of the library is the routine work to them. They use the library not only for education purposes but also all essential works.

**Figure 3: Respondent about age level by type of university (in %)**

48.5

29.8

11.6

9.9

19-21   22-24   25-28   29-31 or more
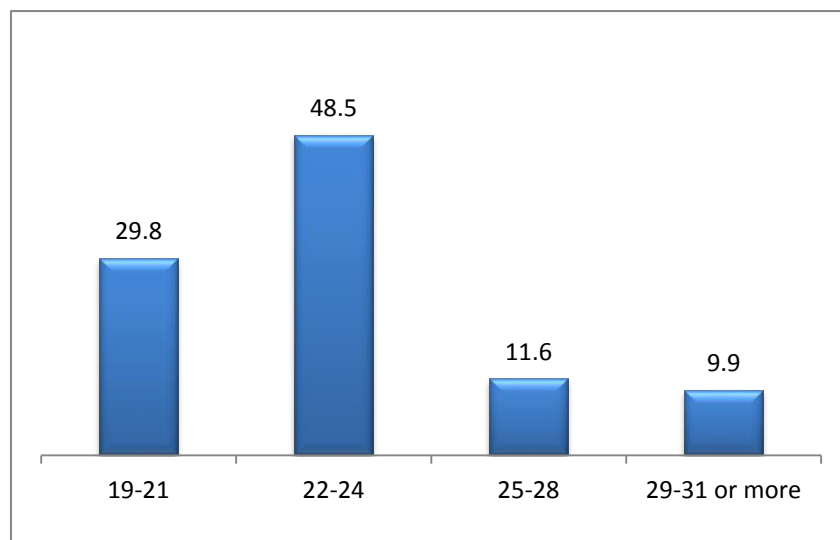
Types of user: The figures for researchers and teachers look minimum rate (13.1% and 14.9%). The undergraduate and the postgraduate students are comparatively more (40.1% and 28.4%) because most of the enquiries received are mostly short range in nature. The enquiries from researchers and teachers are less mainly because of non-availability of current reference sources in their areas of study and research.

Figure 4: Respondent about the type of user by type of university (in %)
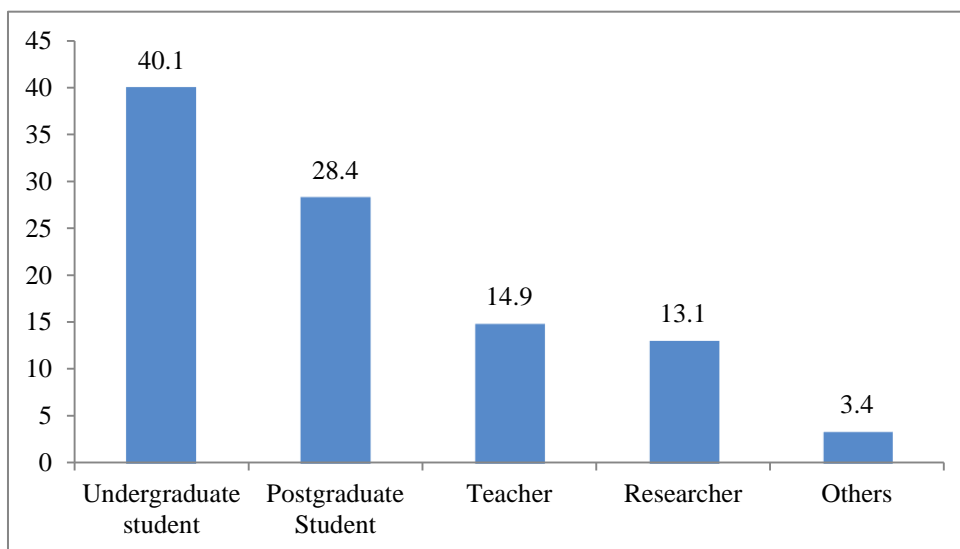
Frequency of usages of library: The highest portion (24.0%) respondents use the library a few times in a week. The lowest portion (9.1%) respondents use the library more than once in a day. It is observing that, maximum respondents do not desire to use the library once in a day because of poor facilities.

Figure 5: Frequency of usage of library by type of university (in %)
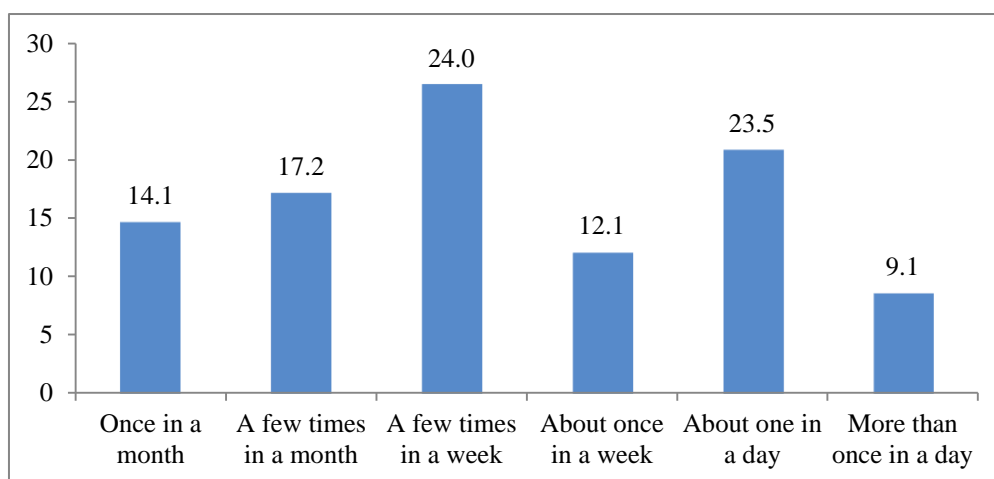
Preferable media: 83.4% respondents desire to get information in printed media. The rest 16.6% of them wants to get in CD form. Maximum information of the selected libraries is found in printed media like journal, books, encyclopedia etc. So the users of those libraries choose their desire information in printed media. Besides due to the insufficient electricity maximum users like to use printed paper comfortably.

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Sources of desired information: Maximum respondents (36.9%) have desired to get current information from newspapers. It is to be noted that every library has a satisfactory number of books but majority of the respondents seeks his daily information from daily newspapers due to the unavailability of other important materials in the library. Books may meet up the thirst of under and post-graduate students. But teachers and researchers need current journals and internet facilities which are unavailable in the library. Moreover, internet facilities are now available in the users' mobile connection.

Figure 6: Materials as source from where found out desired information by type of university (in %)
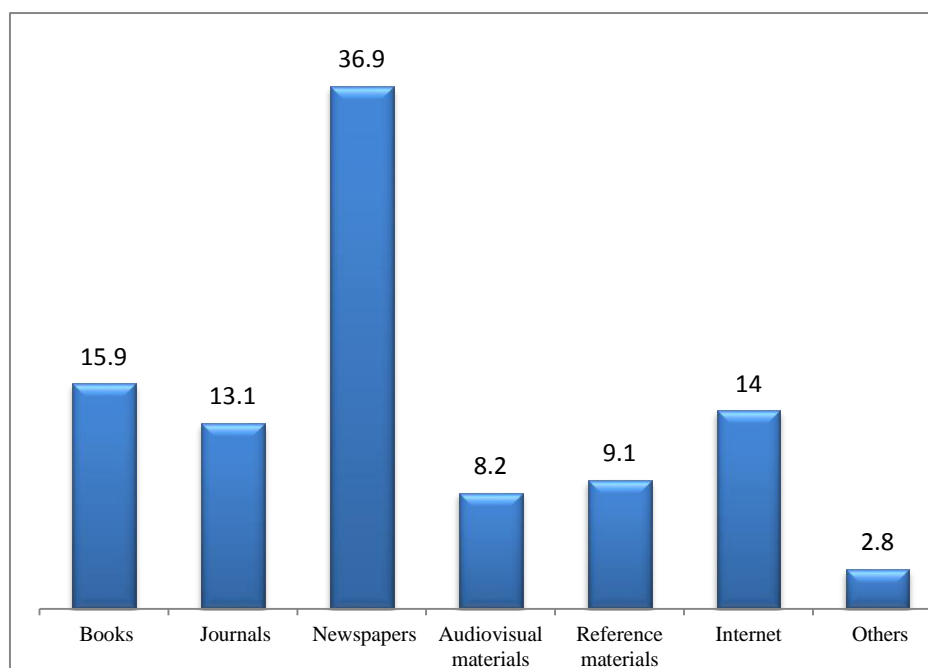
Preferable language: Maximum respondents (85.6%) prefer to get information from library materials in English and 14.4% prefer to get in Bengali. It can be said that, university library users are being habituated to presenting their performances in English.

Figure 7: Language preferred to get information from library material by type of university (in %)
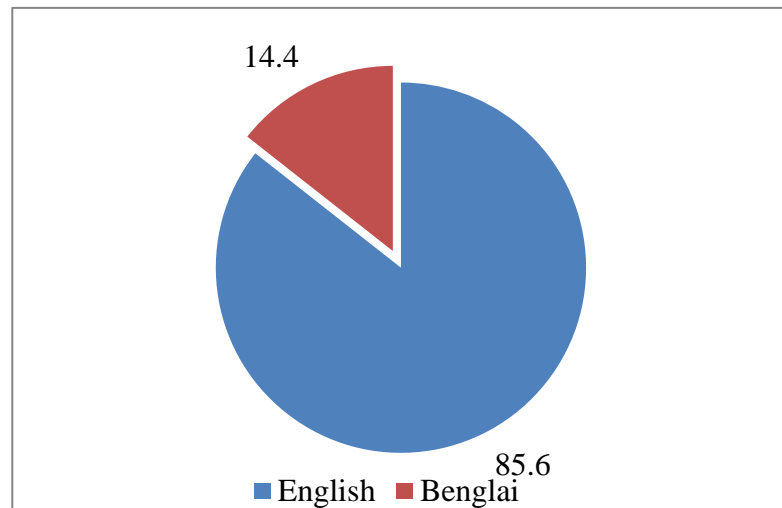
Satisfaction level of information needs: Library personnel are not serious to serve proper services to the user. They are very caring for teachers but not for students. Researchers are not satisfied with library services due to the lack of bibliographical, indexing and abstracting services. From the graphs of Figure 8 it is observed that the general satisfaction rate is higher than the most satisfaction rate. The figure is not alarming. The satisfaction rate 'Poor' may be minimized if library staff members are able to fulfilling the information needs of users. In this case, proper training for library personnel is very much required.

Figure 8: Level of satisfaction for meeting information needs by type of university (in %)
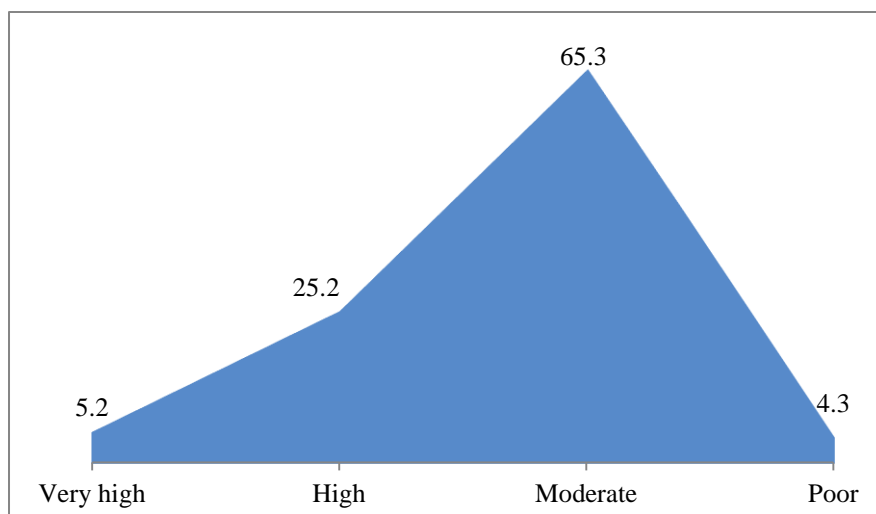
Spending time for internet browsing: Spending time for internet browsing of the major respondents (43.8% in every day) is not a rich figure. In order to know the problem facing by the users, the investigator observed three main problems like slow down loading problem, technical and guidance problem. On the other hand, this may be the reason that the infrastructure facility available in the library is inadequate to meet the information needs of the users.

Figure 9: Spending time for internet browsing in library in a week by type of university (in %)
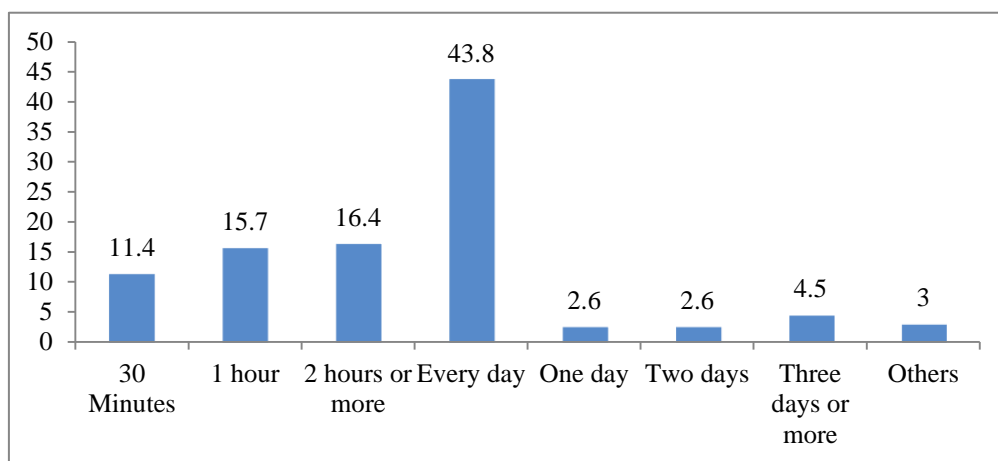
Preferable place for using computer: 94.0% users use computer for their academic works. Only 6.0% of users does not use computer (Table 31). 64.4% of respondents prefer to use computer in his/her sweet home. Only 35.6% users use computer in the library (Table 32). Many computers of the library have been damaged for long time. Lack of huge financial support library authority may not give attention for repairing those computers. Besides major users of university library are able to buy computer and use it comfortably at home.

Figure 10: Preferable place for using computer (in %)


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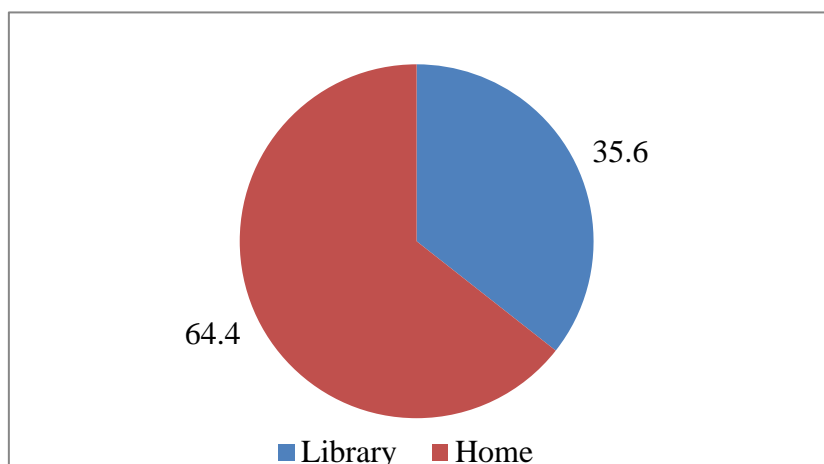
Time spent on average to use computer regularly: It is observed from Table 33 that a high percentage (61.2%) of users both public and private universities are found to spend 2 hours or more time for using computer regularly. It is excellent scenery in research.

Figure 11: Time spent on average to use computer regularly by type of university (in %)
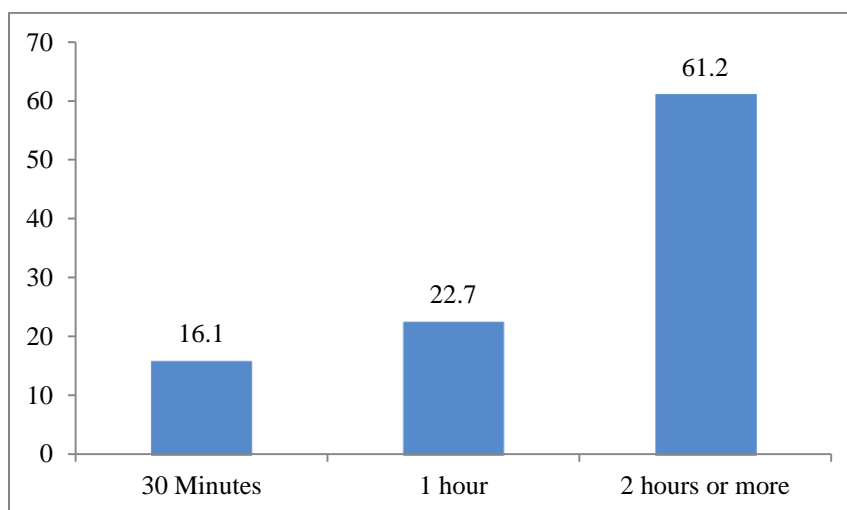

Documentary sources for seeking information: About half of the respondents (46.3%) use secondary sources for their research purposes. University libraries have not sufficient current primary and tertiary sources of information to provide the users.

Figure 12: Documentary sources used for seeking information by type of university (in %)
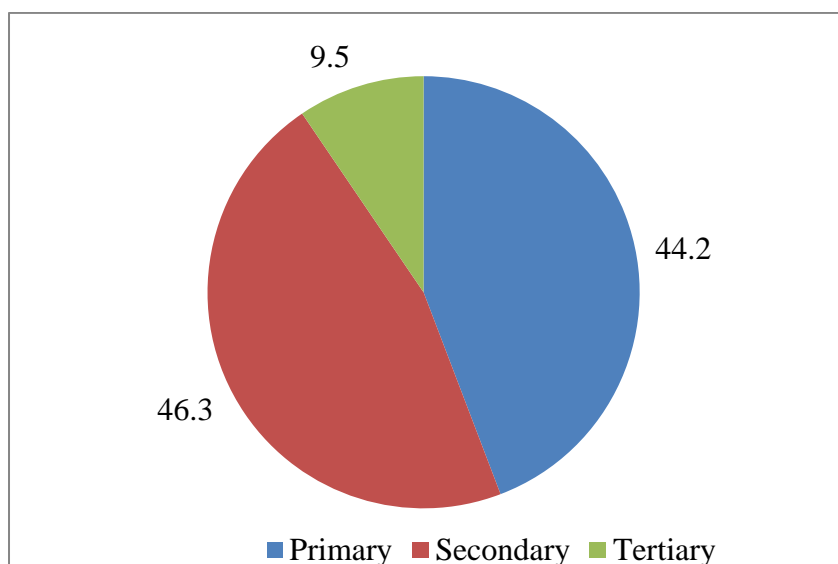

Usage other libraries: Every person uses also other libraries to meet up his increasing demand. In this research it is found that about 21.5% of users use departmental library. 18.5% of respondents have own personal library. Others also use friends or colleagues' collections, another university library, central public library and British Council library etc.

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**Figure 13: Name of library by type of university (in %)**
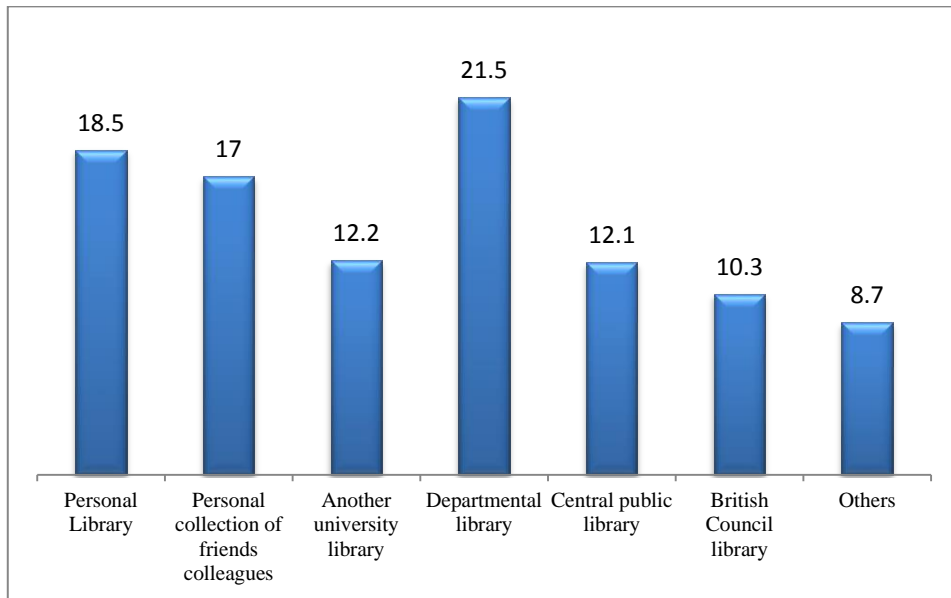
Time spent to get service from library staff: Handling of enquiries of the user within a reasonable time draws the efficiency of the staff to users. From the research we can say that the library staff deals with the user's enquiry promptly, efficiently and effectively. Because 42.9% of users get service from the librarian less than 5 minutes and 42.2% think that they get between 5 and 10 minutes.

Figure 14: Time spent to get service from the library staff by type of university (in %)
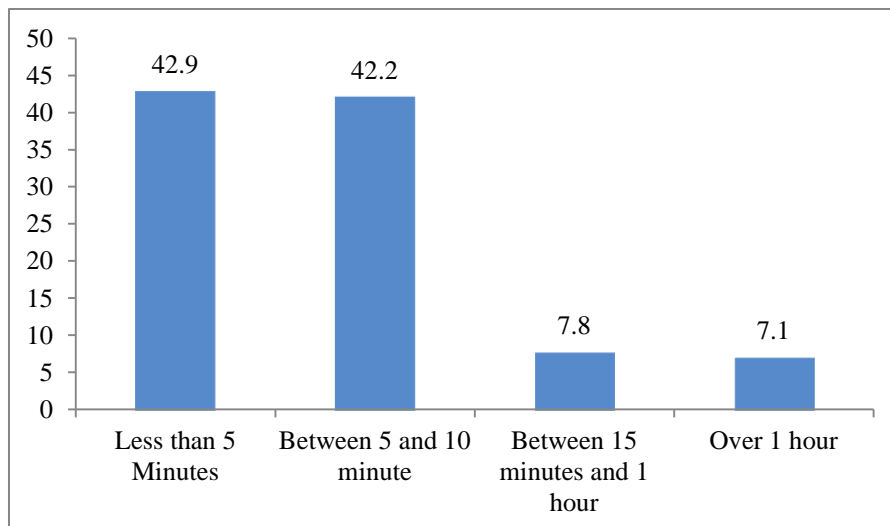

Attitude of library staff for providing services: Maximum users (95.5%) think that library staff co-operate with them. Only 4.5% of users are not satisfied with the activities of library staff. In this modern digitization era every library staff engage himself to disseminate information in best way to the user.

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Figure 15: Attitude of library staff for providing services by type of university (in%)
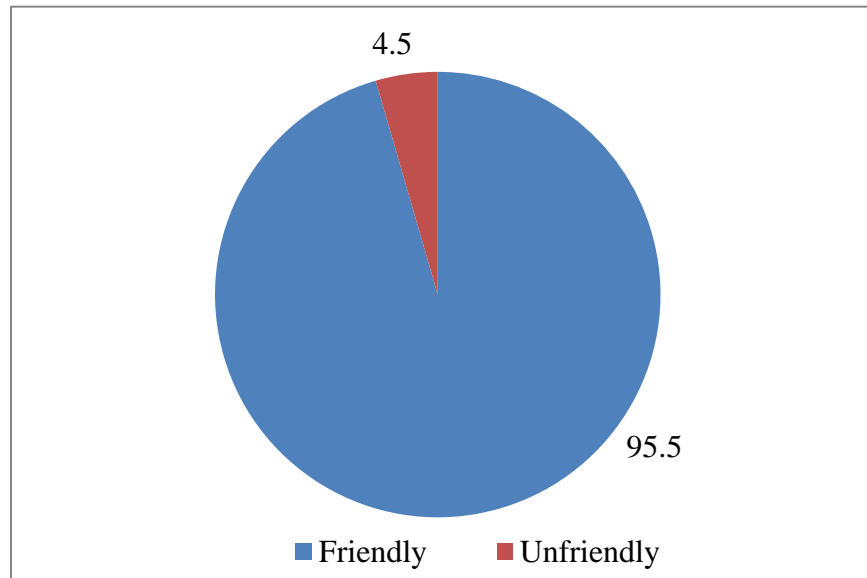

Opinion about library up-to-date collection: General satisfaction rate of the users is higher than the most satisfaction rate. The collection of public university libraries is more enriched than private university libraries.

**Figure 16: Opinion about up-to-date library collection (in %)**
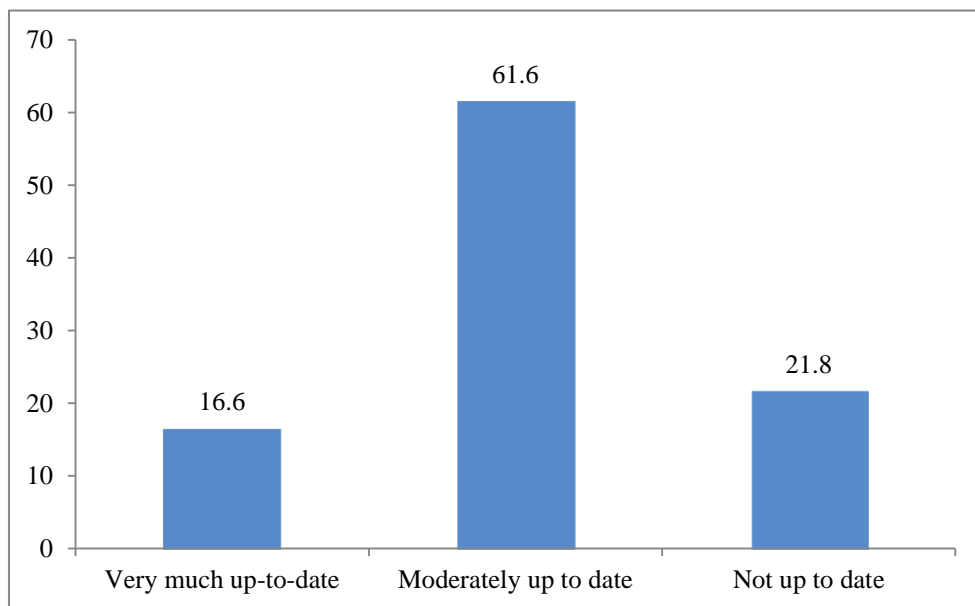
Opinion about adequate collection: Majority of the users (65.9%) think that the collection is moderately adequate. Lack of sufficient budget is a great problem to meet up the users' demand.

Figure 17: Opinion about adequate collection (in %)
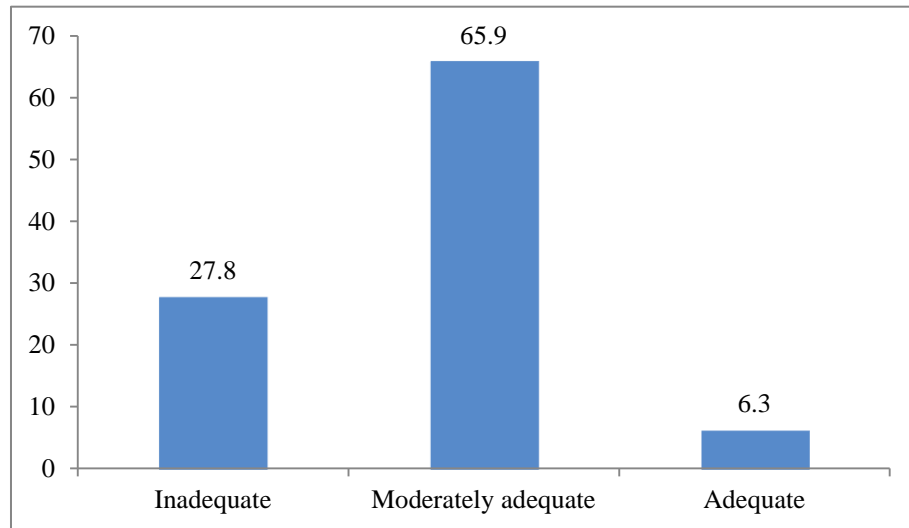
Frequency of using library catalogue: Maximum users do not know how to use library catalogue. They have less interest to look through the catalogue entry. This group of users always depends on library staff.

Figure 18: Frequency of using library catalogue (in %)
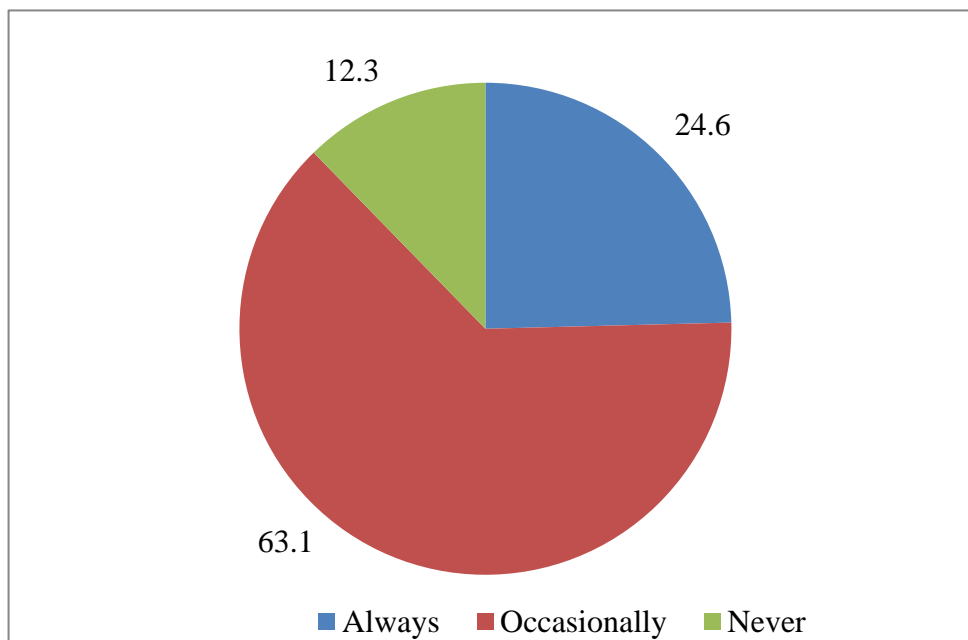
Assistance sought from library staff: The library staffs are very helpful in searching materials inside the library. But they are not able to fulfill the special needs of users due to lack of proper training so far as the internet operation is concerned.

Figure 19: Assistance sought from library staff (in %)
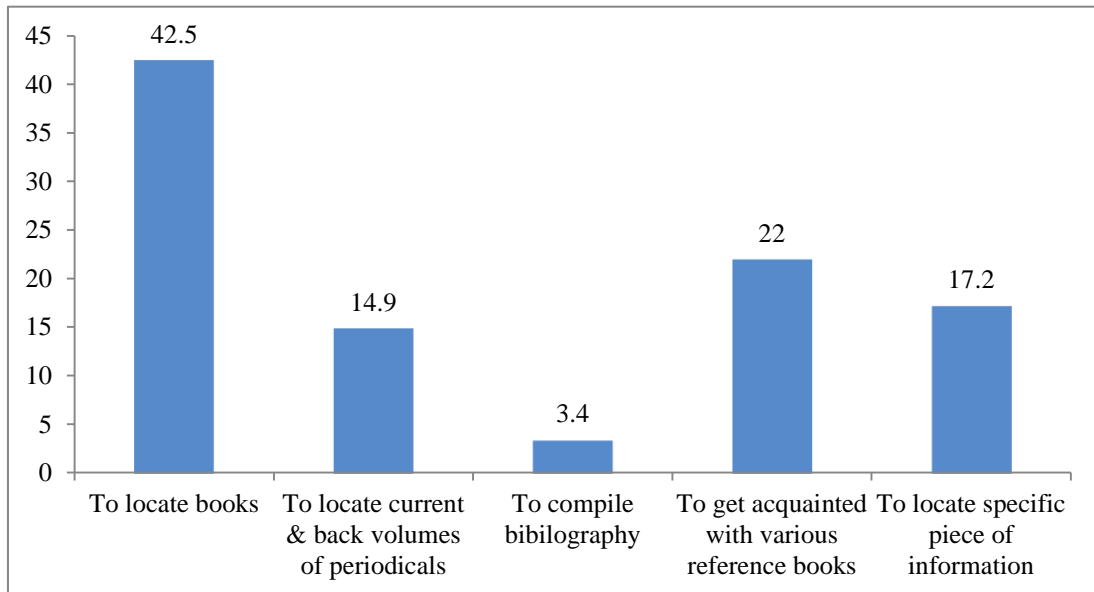
Sources of knowledge about new publications of the library: The university library staffs are always alert to prepare a list of new arrivals. This list can save the valuable time of the user in finding out current materials.

Figure 20: Sources of knowledge about new publications of the library (in %)
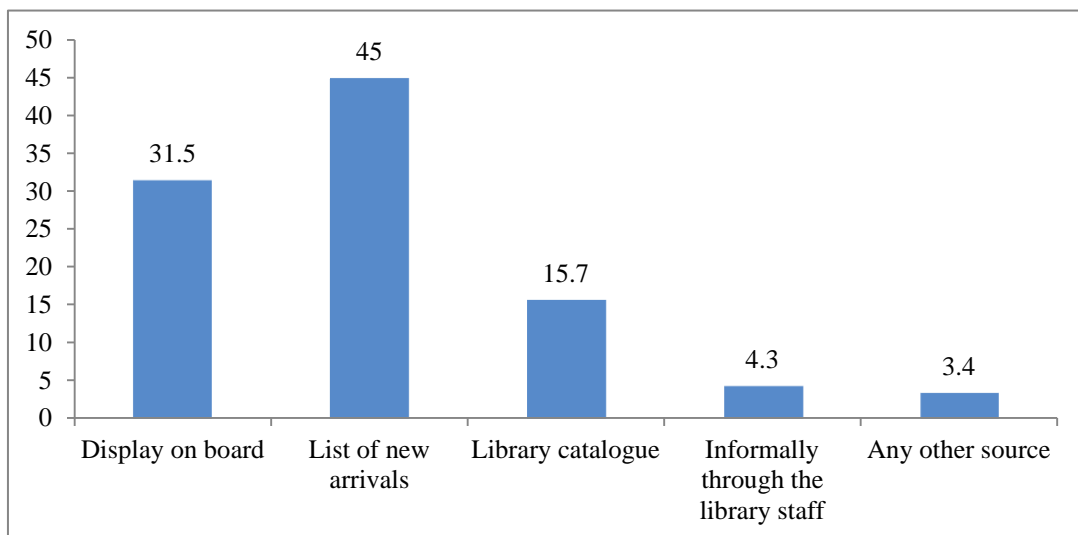
Services used most frequently in the library: Most of the users (22.4%) use the library for reading room services. No library can provide translation and inter library loan services.

Figure 21: Services used most frequently in the library by type of university (in%)
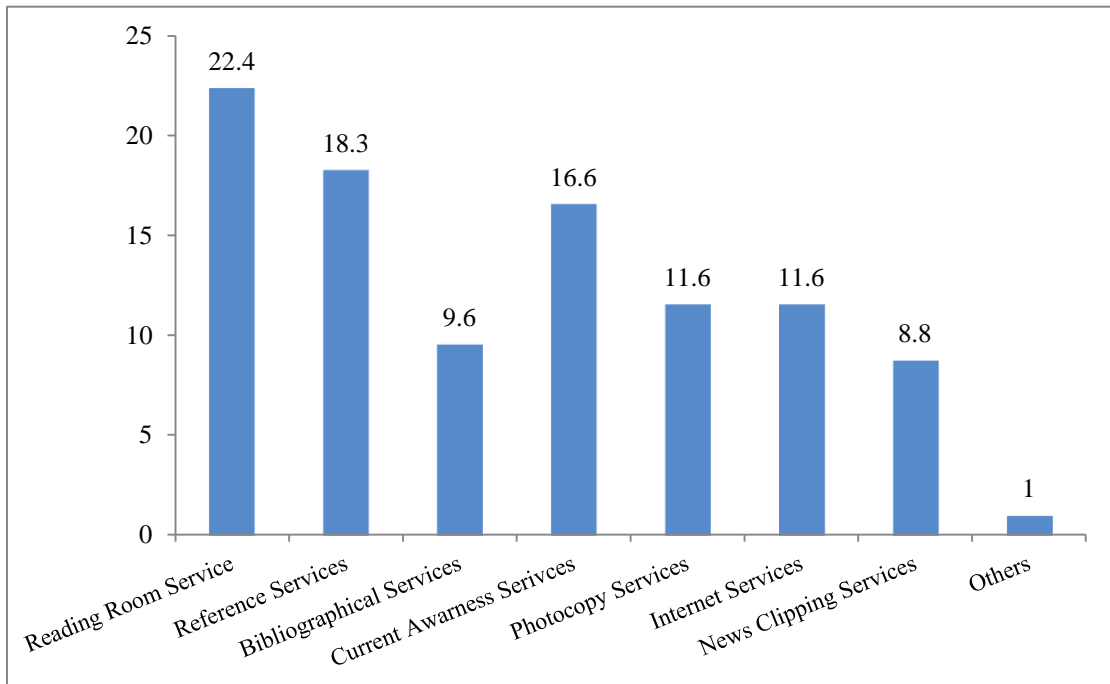
Necessity for internet searching: Every user is linked with internet facilities for his important correspondents. 36.5% of users uses internet searching for email sending and checking either in house or library.

Marketing of information products and services: Above half of the respondents are to be aware about marketing of information products and services by display. They do not get any message through advertisement (print and electronic) and mobile phone message (group).

Facilities of renewal of books through email: A few users of private universities enjoy these facilities. Maximum users of these libraries continue renew facilities but not get issue facilities through email.

Library resources: Dhaka university library has the highest number of books including rare books among the surveyed library. Every library subscribes journals and newspapers as per the need of the respective library. Only RU and BAU libraries have manuscripts and microforms. All respective libraries provide information services in CD-ROM. Every library has a satisfactory number of books but other materials are not adequate.

Providing services of the libraries: Reading room, reference, current awareness, internet/email, photocopy and lending services are available in all selected university libraries. No library provides translation and inter-library loan services. All libraries have to try to start inter-library loan facility to the user and to access in any specialized network.

Used classification scheme: Almost all surveyed libraries use Dewey Decimal Classification (DDC) scheme for processing of library materials properly. Only NSU library uses Library of Congress (LC) scheme in this purpose. No library uses UDC or other classification scheme.

Figure 22: Classification Scheme used for processing of library materials by type of university (in%)
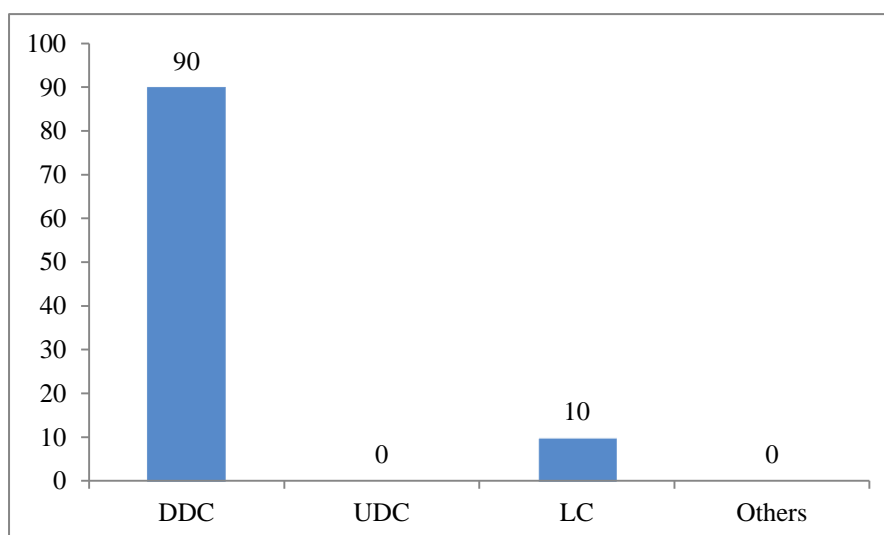
Used cataloguing system: All selected libraries use AACR-2 for processing their library materials. Only four libraries DU, BUET, BAU and SUB library follow Browne charging system. No library follows Newark system. BSMMU, RU, BRAC, EWU, NSU and IUB follow their own systems.

Methods of processing: BAU library follows manual system for processing of library materials. BSMMU, BRAC and SUB libraries process their reading materials technologically. DU, BUET, RU, EWU, NSU, IUB follow both manual and technological system. LC and Sears list use very much for determining subject heading. Most of the surveyed libraries use some software for providing library services.

Figure 23: Methods of processing by type of university (in%)
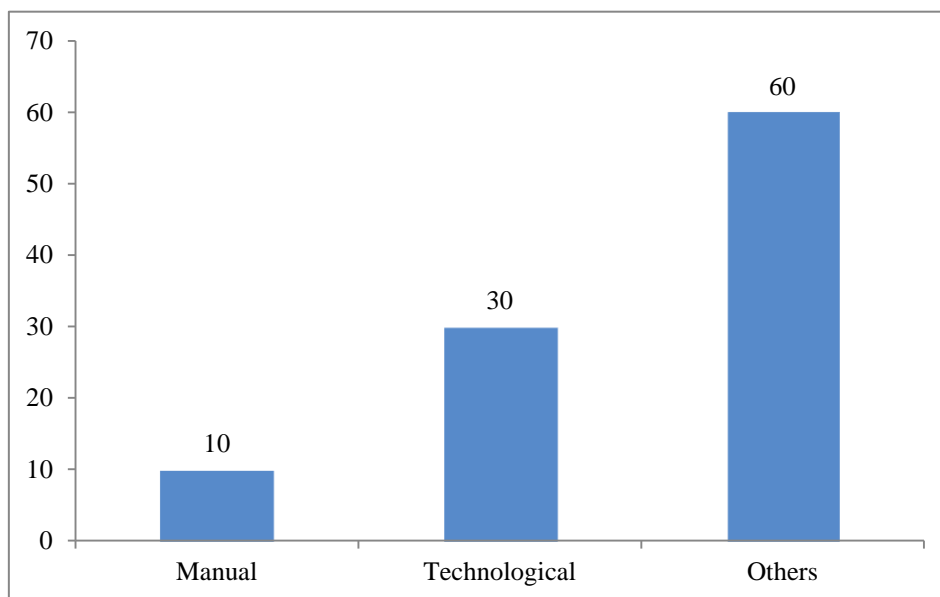
Fund of library: The budget amount of the most libraries increased year by year. The main fund of the selected universities comes from their own parent body. Only public universities get financial support from UGC. Sometimes EWU manages some funds from foreign donors. There is no other source for the university to get any fund.

Figure 24: Fund for library by type of university (in%)
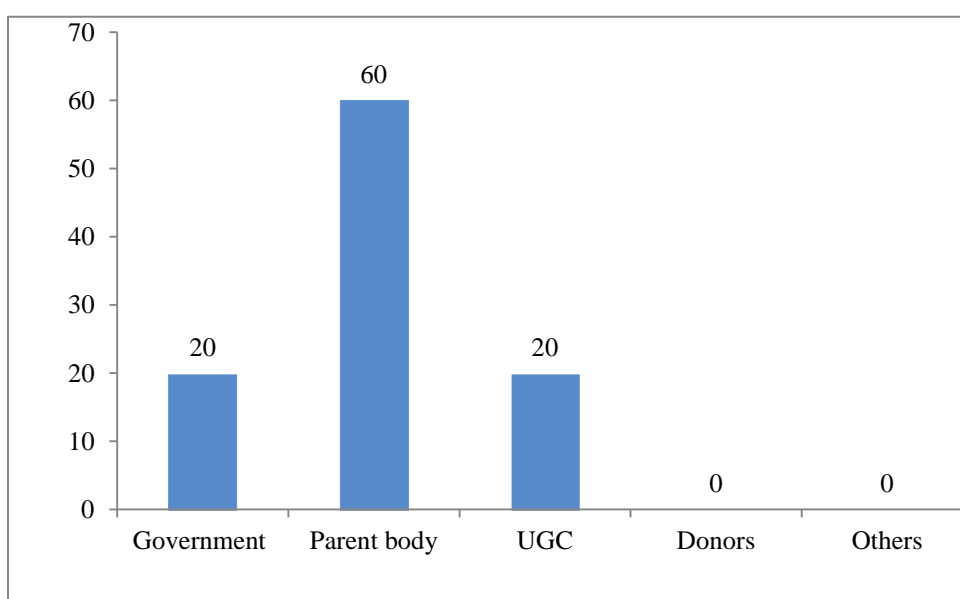
Library operation system: Maximum activities of surveyed libraries (60%) are operated in partly automated form.

Figure 25: Library operation system (in%)
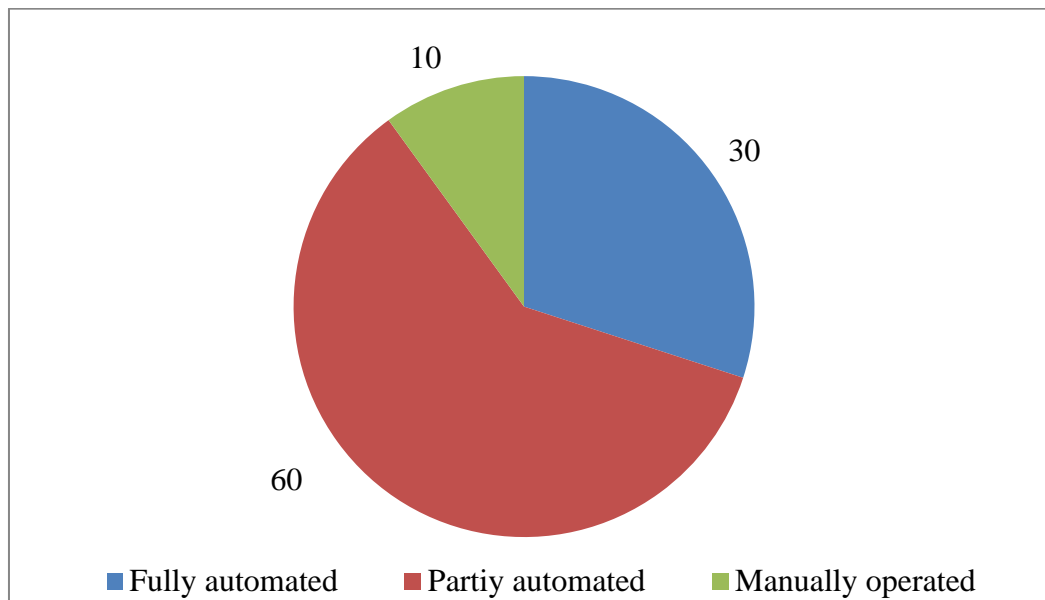
Functions through computer and related technologies: All surveyed university libraries use computer and related technologies very much for administrative function. No library uses technology for providing reference services.

Satisfaction with infrastructural facilities to provide effective library: Maximum public university library staffs except BAU library are not satisfied with their infrastructure facilities to provide good services to the user.

Availability of hardware equipment in the library: Among all public university libraries RU library and among all private university libraries SUB library are very poor in capable of modern equipment.

Audio-visual facilities: Television/VCP/VCR is available in only 20% of libraries. CD/VCD player is used in 50% of libraries. The multimedia projector is available 30% of libraries. The renowned public university libraries like DU, BUET and RU have no audiovisual materials.

Figure 26: About audio-visual facilities (in%)
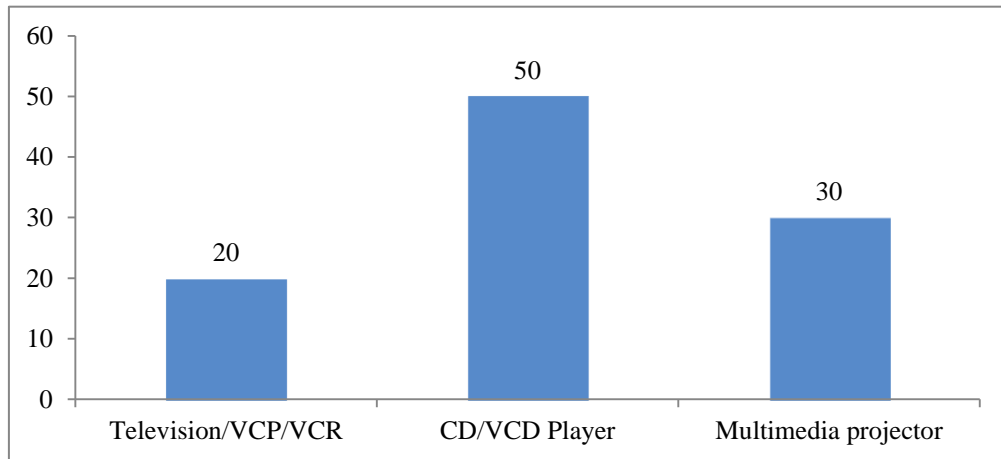
Used automation software: Among all selected libraries only 60% of libraries use in-house built software for library management and providing services. 30% of libraries use open source software like GSDL. RU library does not use any software till now. BUET library (only 10%) uses self-developed software named BUETLIB.

Figure 27: Used automation software (in%)
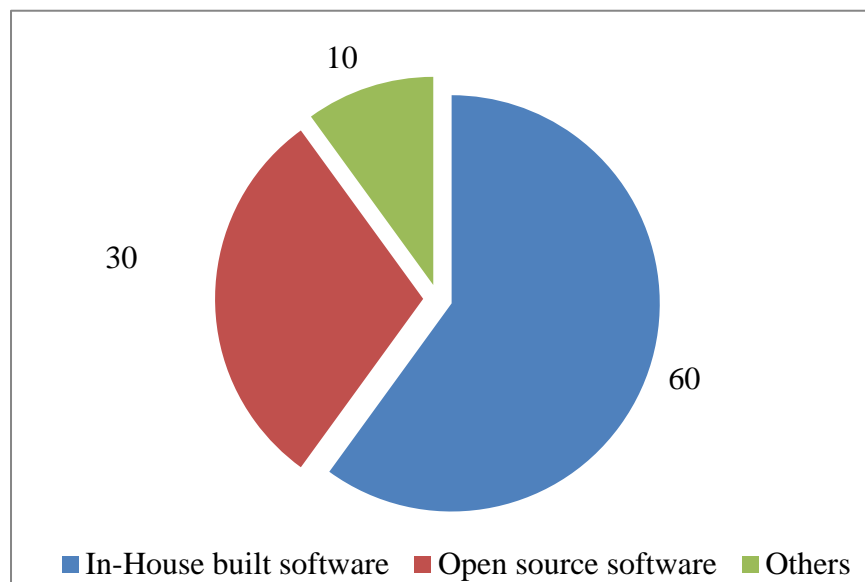
Satisfaction with existing library modernization: Only 20% of library staff is satisfied respectively with their automated services and hardware options. 60% of library staffs are satisfied with their existing software options.

Figure 28: Satisfaction with existing library modernization (in%)
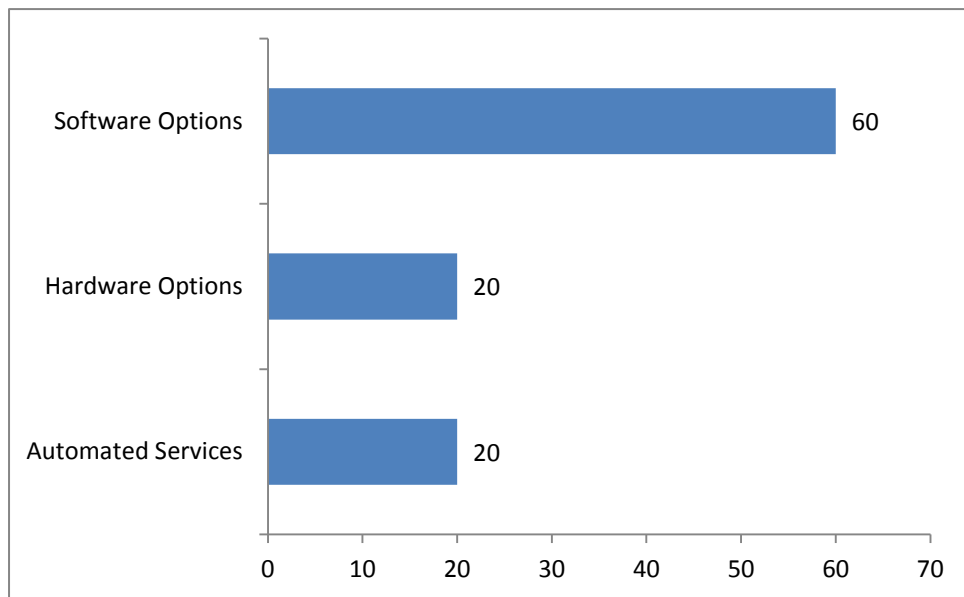
Manpower for library automation: Above half proportion of the staff of the university libraries surveyed think that their existing manpower for library automaton is inadequate. The manpower of BSMMU, BAU and BRAC libraries is adequate. EWU and IUB libraries are almost satisfied with their manpower.

Number of staff: A large number of non- professional (65%) staff is working in public university libraries. But in private university libraries the most of the staff are professional. Non- professional staff is only employed for the technical works of these libraries.

Chapter VII

A Plan for Developing HRD Programme of University Library

Introduction

From the foregoing analysis it is evident that, university libraries can indeed play a constructive role in the development of human resources in Bangladesh. Libraries have ceased to be only the custodians of knowledge; instead, they are now playing a dominant role in the creation, aggregation, organization, dissemination and application of knowledge, which has proved to be vital for sustainable development of a country. Although the university libraries of Bangladesh have been grappling with problems like lack of funding, trained manpower, necessary resources, conducive policy guidelines and as such, they can still play an instrumental role in equipping the millions of students and researchers who use these libraries. By diversifying roles, by pursuing clear agenda for action and by best utilizing their scant resources, the university libraries of Bangladesh can usher in a new era of development, thereby enabling the library users, especially the students, to achieve personal and professional developments, while contributing in nation building through their knowledge and skills.

The chapter describes a Model Plan for university libraries of Bangladesh with regard to their role in human resource development, reflecting the findings of this research as well as the review of literature in concerned field.

Objectives of the Model Plan

The objectives of the plan are as follows:

1. To assist university libraries build a framework for their HRD activities.
2. To indicate the areas where university libraries need to invest in order to contribute in HRD.
3. To help university libraries make the best use of their financial and other resources with regard to HRD activities, and
4. To provide guidance to university libraries to strengthen and diversify their HRD activities.

The Model Plan takes into account all the necessary issues that directly or indirectly influence the success of university libraries HRD programs. It also focuses on the following areas:

- Enhancing support for Research
- Improving the learning environment (both physically and virtually)
- Enabling resource discovery and access
- Contributing to students' academic success
- Developing strategic collaborations across Bangladesh
- Developing effective and accountable leadership

Scope of the Plan

The Model Plan is quite comprehensive in its scope, highlighting the areas where libraries can contribute with regard to HRD. It is suitable for university libraries of varying size and structure and does not put extra burden on its funds. It covers key inputs like books and other information materials, ICT tools, library instruction and advocacy services, etc. which are vital for the libraries to contribute in HRD. The plan also indicates ways for creating strategic alliances with organizations in public and private sectors, research firms and other intermediaries like training and skills development centres.

Limitations of the Plan

Although the plan is applicable for a wide range of university libraries, it has some limitations, which are as follows:

1. It is particularly suitable for university libraries which have the ability to build up collections of a moderate size, comprising books and non-book materials covering major academic disciplines. The libraries which do not have this ability may not be able to implement this plan.

2. The plan presupposes that the library has at its disposal a sizable number of staff who can spare some of their time in HRD counseling and other instructional activities. Therefore, the libraries which do not have this ability may not be able to fully materialize this plan.

3. This plan reflects the findings of the present research and is better suited to the needs and requirements of the universities libraries similar to the sample university libraries selected for this research. Libraries which are quite dissimilar in size, staff number, funding and activities to the sample libraries covered by this research may not be adequately benefited from this plan.

Figure 29: Model Plan for the HRD Programme of a university library
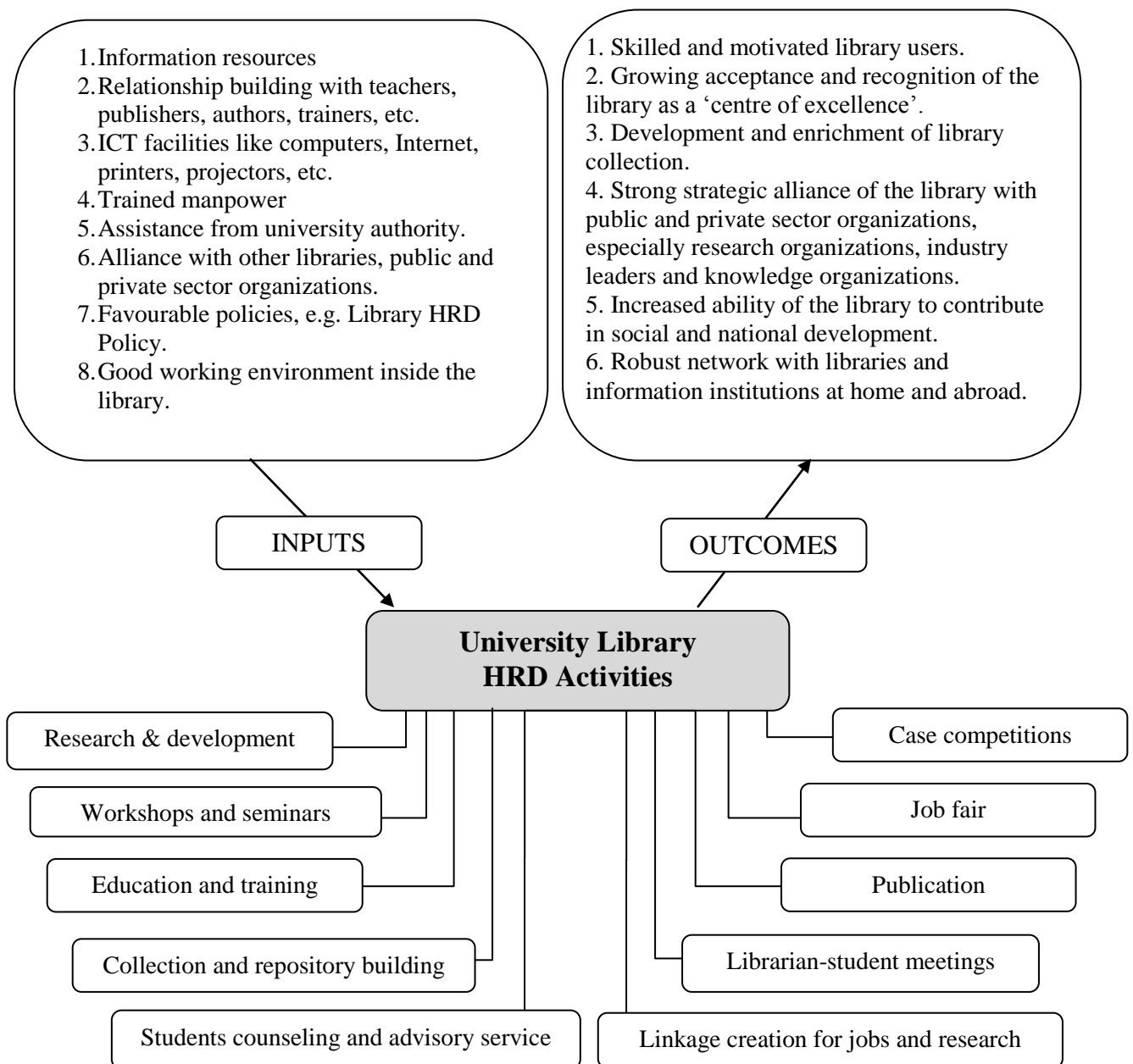
Key components of the plan

The plan takes into account the major inputs that will provide the expected outputs. It puts equal emphasis on the libraries' traditional roles as information accumulator, organizer and disseminator, while also highlighting the evolving roles of modern libraries and information centres as enablers in study and research, aggregators of diversified knowledge contents and advisers in study, research, personal and professional development. Libraries of modern times are acting not only as a platform for undertaking collaborative knowledge-centered activities, but also as a gateway to knowledge, information and inspiration from all over the world. The key components of the plan are as below:

1. HRD Team

The library will form an HRD team comprising staff from various sections. The team may consist of 4 to 6 members, each capable of designing, coordinating and implementing HRD programs activities. If any library does not have the capacity to form a dedicated HRD team, it may designate the responsibility of undertaking HRD programs on selective employees.

2. HRD Policy

The library will have an HRD policy that taken into consideration the present and future needs of its readers and service-receivers. The policy needs to be comprehensive and based on in-depth study. Steps need to be taken to make adjustments in the policy to keep it up-to-date. The library staff and users need to be provided an in-depth understanding about the policy through training and orientation.

3. Infrastructure

It takes into account all the infrastructures, both traditional and ICT-based which include computer and telecommunication supports as well as adequate space inside the library for organizing various events and activities.

4. Regular Funding

Regular funding from the university authority is critical for continuing the HRD program by the library. The library may try to mobilize some funds on their own through various collaborative activities, training programs, job fair, publications etc.

5. Collection Development

The library collection must reflect the HRD needs of its readers and clients. Therefore, a comprehensive collection development policy is required so that the library may build up its collection in a systematic manner taking into consideration the specific requirements of its HRD program.

6. Research and Development

The model calls for continuous R&D activities which will provide necessary inputs and impetus for the library to continue its HRD activities. Library staff with correct skill-mix will be engaged in R&D activities in collaboration with researchers, teachers and students. This will ensure the sustainability of the library's HRD program.

7. Capacity Building

The capacity of the library staff members need to be strengthened on a continuous basis so that they could provide the best services for the benefit of the readers and service-receivers. The staff need to participate in training programs on various aspects like service quality improvement, needs assessment, digital resource management, etc. so that they can keep track of the advancements that are taking place in various sectors.

8. Wide Ranging Collaboration

Wide ranging collaboration among library staff, teachers, researchers, publishers, content providers, university authority, intellectuals, government and non-government organizations, research institutions and the civil society is required for ensuring long term viability and efficiency of this Model Plan.

9. Marketing and Promotion

The library needs to take steps for proper positioning of library services in the mind of the public, through all media formats in a way that attracts support. This will establish a positive image of the library among the wider cross sections of the society and will increase the library's acceptability. Promotional activities may include fairs, exhibitions, joint exercise like book promotion, author-reader meetings, workshops, advertisement, etc.

10. Diversification of Services

The university library should provide in-depth, specialized research consultation and reference services for its valuable users. The action may be:

- Provide assistance and instruction in finding and evaluating information.
- Provide assistance in accessing library resources and services.
- Answer questions in person and through e-mail, phone and instant messaging.
- Provide consultations for subject or other specialized areas of expertise (e.g. data services, open access, citation management).
- Extend services through office hours, embedded librarianship and support of undergraduate honors researchers.
- Document and analyze data on research transactions.

The Model Plan suggests turning the university into multipurpose community information centre with effective library system and providing modern information services. If the Model Plan is to succeed, the university authority must have a favourable attitude to the Library HRD program and should provide it with adequate funding and other support. If the Model Plan could be implemented even partly, it is expected that, the university library would be able to play an instrumental role in building the capacity and potentials of human resources for serving the nation in the long run.

Chapter VIII

Recommendations and Conclusion

All over the world libraries are dedicated to providing free and equitable access to information for all, be it in written, electronic or audiovisual form. They play a key role in creating literate environments and promoting literacy by offering relevant and attractive reading material for all ages and all literacy levels and by offering adult and family literacy classes. They embrace the social responsibility to offer services that bridge social, political and economic barriers and traditionally make a special effort to extend their services to marginalized people. Libraries assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking and ultimately, empowerment in an increasingly complex world (Raseroka, 2012).

The thesis has presented how the information services in academic libraries are dedicated to creating literate environments that support basic education for all. As the intellectual library the university library is a source of inspiration for our users to achieve their diverse goals. This is not a passive role; rather, the library provides vision, leadership, strategies and resources that enable our users' success. The researcher wants to be known for finding solutions to problems and to making things happen. She will be at the forefront in providing innovative services and experimenting with new model, along with utilizing strong partnerships to accomplish or goals.

A survey of selected users of the library indicated a high level of satisfaction with current library operations. However, it also identified suggestions for improvements and extensions to future services and facilities. Many respondents recognized a growing reliance on and need for understanding of, computers and information technology. More education in the use of computers (including our OPACs) was seen as a priority. Uncertainty was expressed by many people when asked about the future

use of the library: some felt that its "traditional" role is under threat from other media and changes in society and leisure.

The existing plans and policies for libraries are not enough; effective implementation of these plans for meeting the intended objectives is more important. More challenging or harder task is to implement that plan for ensuring sustainable academic and research development of university library. Based on the review of existing literature, discussion with respected users and library staff, direct observation through field visit and analysis of the survey data, the researcher would like to put forward the following recommendations for ensuring successful implementation of the model plan as well as developing a comprehensive Human Resource Development Program for university libraries in different countries in general and Bangladesh in particular:

1. **HRD Policy:** University libraries need to chalk out a comprehensive HRD policy. Although it is one of the primary responsibilities of the university library to help develop intellectual, academic and other faculties of its users, unless the library has a reliable and time-tested HRD policy in place, it cannot hope to implement its HRD activities properly. The library HRD policy should take into account administrative, financial, operational, infrastructural and other elements into account. The authorities, users and other stakeholders' roles in materializing the policy also must be considered thoroughly.

2. **Formation of HRD Team:** An HRD team needs to be formed with the sole responsibility of coordinating the library's HRD activities. This team should consist of representatives from various library departments like acquisition, circulation, reference, etc. so that the needs of various kinds of users are considered. The team also needs to build strong cooperation with various stakeholders like university authority, other academic institutions, research organizations, government and non-government agencies, publishers, authors, etc.

3. **Integrated and Coordinated Planning:** The library's HRD activities need to be planned and implemented in an integrated way. The library should engage some efforts for conducting research into the user needs and information seeking behaviours so that they can always keep in touch with the changing

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needs of the users. This research will also help the libraries keep abreast of the various changes happening in various academic disciplines as well as in the job sector. Without proper information and insights, the libraries cannot hope to make their HRD activities worthwhile.

4. **Adequate Funding:** Funding is a major prerequisite for proper and effective implementation of the library's HRD activities. Financial considerations are important for organizing events like fairs, study circles, research, exhibitions, workshops etc. Libraries should try to mobilize some funds from organizing various activities so that they do not have to depend heavily on the university authority for each and every activity. In today's competitive environment, acquiring funds from the university authority is on a regular basis, especially for activities like HRD, is getting very difficult. Therefore, if the library could mobilize funds on its own, that would be greatly appreciated by the university authority as well.

5. **Strengthening of Public Relations:** The library needs to strengthen its public relations, communications and networking activities for making its HRD activities strong and effective. Successful implementation of the library's HRD activities cannot be ensured unless strong working relationships are built with various outside agencies like universities, employment agencies and organizations from the public and private sectors. Strong alliances also need to be made with the civil society organizations, research firms, intellectuals and academicians. This will help create a win-win relationship between the library and the outside agencies which would benefit the library's HRD activities greatly.

6. **Information Resource Development:** The library needs to build its information resources in a coordinated way so that all users could be properly benefited from the library collection. This calls for regular users needs assessment initiatives so that the library can stay informed about the information requirements of the users. These days, the libraries cannot sit idle only by building a good print collection. Collection of books, journals and other materials in digital form also is becoming quite essential. The library

collection must reflect not only the changing demands of the users, but also the way various academic disciplines as well as the job market in changing.

7. **Service Quality Improvement:** The university library needs to constantly improve its service quality in order to extend proper support to its HRD activities. The staff must be fully motivated and committed to the HRD programme, so that they can best serve the users who rely on the library's HRD activities. For service quality improvement, the library may take help from specialists and consultants and carry out service-focused research and development activities. This should be considered an ongoing process which must receive proper funding and policy support from the university authority.

8. **ICT Support:** Technology plays a vital role in proper implementation of the HRD activities of the library. Therefore, the library needs to build up a strong and reliable ICT infrastructure so that the HRD services could be rendered with the help of state-of-the-art technologies. A good ICT infrastructure includes not only hardware and software, but also proper networking facilities. These days, many apps are being used to offer timely services in various settings. Some of these apps could be used in the HRD programme of the university library so that the users could receive capacity building and skills development services from the library.

9. **Interlibrary Cooperation:** Different university libraries could join their hands together to build up a network of HRD programs so that each university library could be benefited from their collective strengths and abilities. This network will help libraries devise and upgrade their HRD programme, undertake joint initiatives, bring out publications like manuals and handbooks, develop software and so on. This would also help libraries best utilize their limited resources to get maximum benefits from their HRD activities.

10. **Information Sharing Events:** Information sharing events like seminars, workshops, exhibition, conferences, etc. will play an important role in help libraries boost up their HRD functions. Libraries can arrange these programmes on their own or can take help from network members. Besides, information sharing on personal level between librarians, HRD staff, Faculty

members, students, researchers, etc. will also facilitate the HRD programs of university libraries. Cross visits, Library visits etc. will also benefit this initiative.

11. **Training and Capacity Building:** Training and capacity building of library staff members is a key for strengthening the HRD programmes of university libraries. Training could take many forms like intensive and extensive, on-the-job and remote training and so on. Besides, training events should also be organized for users so that they could utilize the skills acquired through training in their real life. The training programmes could be facilitated by outside consultants or Faculty members, officers and researchers from the university where it is being organized. The training programmes should focus on developing the skills and competencies of the attendees so that they could engage themselves in professional and personal development activities.

12. **Publications:** The university library, through its HRD programme, could bring out publications focusing on various aspects of capacity building, academic and professional excellence, research and development, etc. which would help readers develop their skills and competence in different areas. The library can take help from leading specialists in various fields to undertake research into wide ranging HRD topics and the research results could be brought out in the form of books and other materials which would benefit job seekers and other readers.

13. **Awareness Raising and Advocacy:** Awareness raising and advocacy are two associated functions which need to be aligned with the library's HRD programme. Without a strong awareness raising component, people will not be inclined towards participating in the library's HRD activities. A good awareness raising and advocacy programme would entail promotional activities through print and electronic media, seminars, press briefings, advertisement etc. The library must also take steps for ensuring extensive marketing and promotion of its HRD programme.

14. **Outreach Programme:** The library needs to have an effective outreach programme which would ensure that the larger cross sections of the society are

being benefited from the library's HRD programme. This program should focusing on covering a wide number of people usually uncovered and unaddressed by educational and capacity building programmes. This may consist of distance education and learning activities with the help of ICT support which would enable people from remote areas to take part in the library's HRD programmes.

15. **Governmental Assistance:** The university libraries could step up their HRD activities with proper assistance from the government through the University Grants Commission (UGC). The government could set up a committee for exploring ways for better coordinating and utilizing the university libraries' HRD activities. Besides, government should extend support in the form of financial assistance, consultation support, etc. so that university libraries could strengthen their HRD activities for the benefit of the society.

16. **Policy Level Support:** For the university libraries' HRD campaign to be successful, it needs adequate policy level support not only from the university authorities, but also from public and private sector organizations. This support is required so that the HRD activities of the university libraries are recognized and reinforced through favourable policies. This would also ensure effectiveness of the libraries' HRD activities. Policy level support includes support for professional development, certification, linkage building etc.

17. **International Collaboration:** In today's globalized world, the boundaries between countries, nations and societies are becoming less significant than they were a few decades ago. People from one country are traveling to other countries in search of jobs and competition among the job-seekers and people who build to pursue a successful career is becoming more and more intense. Under the circumstances, university libraries need international cooperation and collaboration in order to optimize their HRD activities. They can create linkage with universities and organizations from abroad so that their HRD interventions could be coordinated on a global scale. This would enable the students, researchers as well as Faculty members from the universities to explore new horizons in study, research and career building in other parts of the world.

Conclusion

To achieve the Millennium Development Goals in higher education, it is important that university libraries institute responsive measures that allow library users continued access to library and information resources (Kanyengo, 2009). In context of Bangladesh, these measures include: employment of students of the department of Information Science and Library Management in the library; reserve collection; closed access serials collection; increased library opening hours; providing modern services and the text book programme. These measures need to be augmented by having a well-educated staff and the university making a strategic investment in internet access that would allow library's effective access to vast information resources that are available. Only then will the university library be playing its role of being an integral player in the learning process.

University libraries of Bangladesh are an important academic partner despite the many challenges of funding, skills shortage and IT infrastructures that it faces. Successful skills development of the students of the universities as well as researchers and Faculty members is very much dependent on the support that libraries play in higher education provision. While the information landscape is continuously changing and the the Faculty members and students are seeking new and better ways of accessing information, the library still remains an important intermediary. In our country students and Faculty members continue to look up to the library to provide the space and facilities to access information. With limited library facilities in communities, the university library remains an important source of information for many types of users and hence its role in human resources development is enhanced.

It has been made clear in the foregoing discussions and analyses that, university library plays a critical role of supporting the academic achievement, research development, the informal sector and small, medium and micro enterprises with business, employment examination and technical information services. Implementation of the proposed model plan by following the above mentioned recommendations would ensure effective utilization of information in the sustainable socio-economic development of the country. This will require collective efforts from all stakeholders including UGC, the university authority, the library authority, user

communities, faculty members, media, book publishers and suppliers, civil society, social and development activists, researchers, cultural ministry, policy makers and planners.

The present study identifies the important dimensions of library activities and users' own background factors that indicate relationship with users' satisfaction. The study thus provides a model plan to the library planners and managers to reorient their efforts in a way to increase the library use and users' satisfaction which is defined as the major concern of a university library. The author stresses that the university libraries need to embrace transformational change in order to reshape their services and the way they provide them, by anticipating and meeting changing user needs and by reducing the time it takes to develop and deliver new services. The researcher also recommends that all university libraries initiate as a matter of urgency a thorough self- examination, challenging their assumptions, tasks and procedures to bridge up and contribute greatly in the realization of 'Vision 2021' undertaken by the Government of Bangladesh.

Further research

The following are the problem areas in which further research could be done:

- What employees perceive as meaningful rewards to motivate the user.

- An environmental scanning to identify user and community needs.

- The role of university library of Bangladesh in diversifying and digitizing the libraries.

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Appendix 1.1

Questionnaire for Library Staff

[Please mark (√) on the relevant one)

(A) BACKGROUND INFORMATION (LIBRARY)

1. Name of the Library …….………………………………………………………...

2. Year of Establishment …………………………………………………………….

3. Address of the Library ......………………………………………………….........

4. Contact information:

      a. Mailing address ……………………………………………………………

      ………………………………………………………………………..…….

      b. Telephone…………………………………………………………………

      c. Fax …………………………………………………………………………

      d. E-mail ………………………………………………………….......

      e. Website…………………………………………………………………..

5. Library hours …………………………………...…………………………

6. Parent organization ……………………………………………………………...

(B) LIBRARY RESOURCSES & INFRASTRUCTURE

1. Total collection of the library

      a. Books ………………

      b. Current Journals……………

      c. Manuscripts …………

      d. Newspapers.........................

      e. Microforms ……………

      f. CD-ROM..............................

      g. Others (please specify)……………………………………………………

2. How many titles/volumes on an average does your library procure in a year? (Please specify) ……………………………………………………………………….

3. How many sections/divisions are in your library? (Please specify) …………………

4. Does your library provide air-conditioning facility? Yes ☐ No ☐

5. Year of commencement of library computerization/automation (please specify) if applicable …………………………….

(C) LIBRARY & INFORMATION SERVICES

1. Does your library provide the following services for its users?

a) Reading room service ☐

b) Reference service ☐

c) Current Awareness Service ☐

d) Selective dissemination of Information Service ☐

e) Bibliographic & Online search service ☐

f) Abstracting & Indexing service ☐

g) Consultancy services ☐

h) Online Public Access Catalogue ☐

i) Inter-library loan ☐

j) Internet/E-mail service ☐

k) CD-ROM search ☐

l) Photocopy ☐

m) Electronic journal service ☐

n) Printing facilities ☐

o) Document scanning ☐

p) In house database service ☐

q) Lending books/journals for ☐

r) Access to any specialized network ☐

2. Problems you generally encountered while providing services to users

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

(D) PROCESSING OF LIBRARY MATERIALS

1. Classification scheme used for processing of library materials

        a. DDC ☐   b. UDC ☐

        c. LC ☐   d. Others (please specify)……………………

2. Catalogue code followed for processing of library materials

a. AACR-2 ☐   b. AACR-1 ☐   c. Others (Please specify)……………..

3. Charging system followed for charging of books

    a . Browne System ☐   b. Network System ☐   c. Others ☐

4. Methods of processing (Catalogue & Classification)

    a. Manual ☐   b. Technological ☐   c. Both ☐

5. If technological, which software is used? (Please specify)…………………………..

6. Which list of Subject Heading does your library use?

a. LC ☐   b. Sears ☐   c. MESH ☐   d. Others (Please specify)……….

(E) LIBRARY BUDGET & FINANCE

1. Please, give the details of the library expenditure for the last two years

YEAR	Total budget (In Taka)	Budget for Automation (In Taka)
2010-2011		
2011-2012		
2012-2013		
2013-2014		

2. Please, mention the source/sources of fund for the library

     a. Government ☐   b. Parent body ☐   c. UGC ☐

     d. Donors ☐   e. Others (specify)

(F) LIBRARY AUTOMATION INFRASTUCTURE

1. a) The library operation is-

     a. Fully automated ☐

     b. Partly automated ☐

     c. Manually operated ☐

 b) If fully automated, please mention what functions are performed with the help of computer and related technologies in your library.

     - Administrative function ☐

     - Acquisition functions ☐

     - Processing ☐

     - Circulation ☐

     - Reference services ☐

     - Documentation functions ☐

     - Serials control ☐

     - Preparing in-house database ☐

     - Others (please specify)

2. Do you think that the present automated infrastructural facilities are adequate to provide effective library services?

     Yes ☐   No ☐

3. Please, mention the total number of computers available in your library……………

4. Which additional hardware equipment are available in your library?

     a. Modem ☐   b. UPS ☐   c. Back-up system ☐   d. Printer ☐

     e. Server ☐   f. Barcode Generator ☐   g. Scanner ☐

     i. Others ……………………………….

5. Does your library provide the following audio-visual facilities?

    a. Television, VCP/VCR ☐   b. CD/VCD player ☐

    c. Multimedia projector ☐

6. Nature of your library automation software

    a. In-House built software ☐   b. Readymade Software package ☐

    c. Open Source Software ☐   d. Others ....

7. Are you satisfied with existing

a. Software options ☐   b. Hardware options ☐   c. Automated services ☐

8. Do your library have the following Subject Database search facilities?

    a. DIALOGUE ☐   b. MEDLINE ☐   c. INSPEC ☐

    d. OCLC Online ☐   e. Union Catalogue ☐   f. Social Science Index ☐

    g. Arts & Humanities search ☐   h. Applied Science & Technology ☐

    i) Others (Please specify) ....

(g) HUMAN RESOURCE DEVELOPMENT

1. Please, mention the total number of staff in your library

a. Professional ………………………………………………………………………..

b. Semi-professional……………………………………………………………….

c. Non-professional……………………...

d. Others …………………………………………………………………………

Please mention your total number of staff with their designation, status and qualification

Designation	Qualification	Total Number
Librarian		
Joint Librarian		
Deputy/Associate Librarian		
Assistant Librarian		
Jr. Assistant librarian/ Library Officer		
Library Assistant		
Other Supporting Staff		

2. Do your library have employees for automation of library services

    Yes ☐   No ☐

3. Do you think that your present manpower for library automation is?

a) Adequate   b) Almost adequate   c) Inadequate

4. Please, mention the number of employee having computer background ……………

5. Do your library has provision for training of library staff?

      Yes   No

6. Please mention the number of library staff who have received training on

a) Information technology ……………..

b) Other library services …………………

7. Please, mention the number of In-house Computer training & Workshop organized by your library ....……………………………………………………..

8. Are you satisfied with your present job?   Yes ☐   No ☐

9. If no, please specify …………………………………………………………….

……………………………………………………………………………………..

10. Please mention the future development programs of your library (if any)

…………………………………………………………………………………….

…………………………………………………………………………………….

…………………………………………………………………………………….

……………………………………………………………………………………

……………………………………………………………………………………

Thank you,

Signature: …………………………..

Date   :   ………………………..

Appendix 1.2

Questionnaire for Current Library users

[Please mark (√) on the relevant one)

Personal Information

1. Name:...

2. Gender: a) Male ☐ b) Female ☐

3. Age level: a) 19-21 ☐ b) 22-24 ☐ c) 25-28 ☐ d) 29-31 or more ☐

4. Type of user:

  a) Undergraduate student ☐ b) Postgraduate student ☐

  c) Teacher ☐ d) Researcher ☐ e) Others ☐

5. Please indicate the frequency of the usage of the library:

a) Once in a month ☐ b) A few times in a month ☐ c) A few times in a week ☐

d) About once in a week ☐ e) About once in a day ☐ f) More than once in a day ☐

6. How do you prefer to get materials delivered? : a) Printed ☐ b) CD form ☐

7. Indicate the materials from where you find out desired information:

  a) Books ☐ b) Journals ☐ c) Newspapers ☐ f) Audiovisual materials ☐

  g) Reference materials ☐ e) Internet ☐ g) Others (Please specify) ☐

8. In which language do you prefer to get your information from library materials ?

  a) English ☐ b) Bengali ☐

9. What is your level of satisfaction for meeting information needs?

a) Very high ☐ b) High ☐ c) Moderate ☐ d) Poor ☐

10. Which problems do you usually face in using library materials?

    a) Necessary reading materials are not always available. ☐

    b) Without the help of a library personnel the reading materials are not

    possible to find out. ☐

c) The quality of the audio-visual materials are poor . ☐

d) Internet facilities are not available for the user. ☐

e) Others (please indicate).................................... ☐

11. How much time do you spend for internet browsing in the library in a week?

a) Bellow 30 minutes ☐ b) 1 hour ☐ c) 2 hours or more ☐

d) Every day ☐ e) One day ☐ f) Two days ☐

g) Three days or more ☐

12. Do you use computer? a) Yes ☐ b) No ☐

13. If yes, where do you prefer to use computer? a) Library ☐ b) Home ☐

14. How much time on an average do you spend regularly to use computer?

a) 30 minutes ☐ b) 1 hour ☐ c) 2 hours or more ☐

15. What are the types of documentary sources that you use for seeking information?

a) Primary ☐ b) Secondary ☐ c) Tertiary ☐

16. Have you used any other libraries in Dhaka apart from your own library?

a) Yes ☐ b) No ☐

17. If yes, please mention the name of the library.

a) Personal library ☐ b) Personal collection of friends/ colleagues ☐

c) Another university library ☐ Departmental library ☐

e) Central Public Library f) USIS Information Centre ☐

g) British Council Library h) Other agencies ☐

18. Have you ever asked the library staff to obtain materials for you which are not

available in the stock? a) Yes ☐ b) No ☐

19. Does the library use software for providing information services?

a) Yes ☐ b) No ☐ c) I don't know ☐

20. How much time do you wait to get service from librarian?

a) Less than 5 minutes ☐ b) Between 5 and 10 minutes ☐

c) Between 15 minutes and 1 hour ☐ d) Over 1 hour ☐

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21. Attitude of library staff for providing services: a) Friendly ☐   b) Unfriendly ☐

22. How up-to-date do you find the library collection?

a) Very much up-to-date ☐   b) Moderately up-to-date ☐   c) Not up-to-date ☐

23. Does the library have adequate collection of the information sources such as

    Abstracts, Indexes & Bibliographies in your area of interest?

       a) Inadequate ☐   b) Moderately adequate ☐   c) Adequate ☐

24. How frequently do you use library catalogue?

       a) Always ☐   b) Occasionally ☐   c) Never ☐

25. What types of assistance do you seek from library staff to meet your information

    requirements?

a) To locate books ☐ b) To locate current & back volumes of periodicals ☐

c) To compile bibliography ☐ d) To get acquainted with various reference books ☐

e) To locate specific piece of information ☐

26. How do you know about the new publications of the library?

A) Display on board ☐   b) List of new arrivals ☐   c) Library catalogue ☐

d) Informally through the library staff ☐   f) Any other source (please specify)

27. What are the services you use most frequently in the library?

   a) Ready Room Services (RRS) ☐   b) Reference Services (RS) ☐

   c) Bibliographical Services (BS) ☐   d) Current Awareness Services (CAS) ☐

   e) Translation Services (TS) ☐   f) Inter Library Loan Services (ILLS) ☐

   g) Photocopy Services (PS) ☐   h) Internet Services (IS) ☐

   i) Newspaper Clipping Service ☐   j) Others ☐

28. You have any suggestions for improving your library services.

Thank you,

Signature: …………………………..

Date   : …………………………..

Appendix 1.3

Questionnaire for Former Library Users
[Please mark (√) on the relevant one]

<u>Personal Information</u>

1. Name: ....

2. Designation: ....

3. Official address: ....

4. Name of the passing university: ....

5. Year of passing ……………………………..

6. Which degree did you achieve from the university? ....

7. How frequently did you visit the library?

a) Once in a month ☐   b) A few times in a month ☐   c) A few times in a week ☐

d) About once in a week ☐   e) About once in a day ☐   f) More than once in a day ☐

8. Indicate the materials from where you found desired information:

 a) Books ☐   b) Journals ☐   c) Newspapers ☐   f) Audio-visual materials ☐

 g) Reference materials ☐   e) Internet ☐   g) Others (Please specify) ☐

9. What was your level of satisfaction for meeting information needs?

a) Very high ☐   b) High ☐   c) Moderate ☐   d) Poor ☐

10. Did the library have adequate collection of the information sources such as abstracts,   indexes & bibliographies in your area of interest?

a) Inadequate ☐   b) Moderately adequate ☐   c) Adequate ☐

11. What were the services you used most frequently in the library?

a) Reading Room Services (RRS) ☐   b) Reference Services (RS)   ☐

c) Bibliographical Services (BS)   ☐   d) Current awareness Services (CAS) ☐

e) Translation Services (TS)   ☐   f) Inter Library Loan Services (ILLS) ☐

g) Photocopy Services (PS)   ☐   h) Internet Services (IS)   ☐

i) News clipping Service   ☐   j) Others   ☐

12. In which aspect do you think library helped you?

a) Academic purpose   ☐   b) Increase general knowledge   ☐

c) Career development   ☐   d) Searching job facilities   ☐

e) Finding health information   ☐   f) Business information   ☐

13. Were you satisfied with the services you received from your library?

a) Yes   ☐   b) No   ☐

14. Do you have any suggestions for improving the services of the library you used?

Thank you,

Signature: …………………………..

Date   : …………………………..