CHAPTER 2

GROWTH AND DEVELOPMENT OF UNIVERSITY LIBRARIES:
A BRIEF SKETCH

2.1 Introduction

The word *library* is derived from the word Latin *liber*, means "book" is a collection of written, printed, or recorded materials including films, photographs, tapes, phonograph records, videodiscs, microfilms, and computer programs, which are organized and maintained for reading, study, and consultation. The English word "Library" has a long history, occurring in a prose translation of the Roman philosopher Boethius' *Consolation of Philosophy* that Geoffrey Chaucer made in about 1374 (Encyclopedia Britannica, 1994:947). The word *librairie* in French (and its counterpart in other Roman languages) does not have the same meaning, being used to denote a bookshop or, by extension, a publisher; the word used in many other countries to signify a collection of books, public or private, is derived from a Latinized Greek word, *bibliotheca*: hence *bibliothèque* in French, *biblioteca* in Italian and Spanish, *Bibliothek* in German, *biblioteka* in Russian. In Japanese the word is *toshokan* means "building of books" (Encyclopedia Britannica, 1994:947).

As technology has changed and allowed ever new ways of creating, storing, organizing, and providing information, user's expectation of the role of libraries has increased. Libraries have responded by developing more sophisticated on-line catalogs that allow users to find out whether or not a book has been checked out and what other libraries have it, and they want information that clearly answers their questions. Although libraries have changed significantly over the course of history, but their cultural role has not. Libraries remain responsible for acquiring or providing access to books, periodicals, and other media that meet the educational, recreational, and informational needs of their users.
2.2 Library: The Concept

Libraries have been the oldest, most easily available and the most comprehensive storehouse of knowledge. The library's concern traditionally has been the collection, retrieval of its knowledge for individual and other use. The classical concept of the library as supporting study and research at a more leisurely place is no longer appropriate to the needs of a technologically oriented society.

According to Oxford English Dictionary (OED) (1970:242) library has defined in two ways "(1) a place set apart to contain books for reading, study, or reference. (2) A building, room, or set of rooms, containing a collection of books for the use of the public or of some particular portion of it, or of the members of some society or the like, a public institution or establishment, charged with the care of a collection of books, and the duty of rendering the books accessible to those who require to use them.

The OED definition gave emphasise on the use of books by the readers. In the same way S.R. Ranganathan (1963:2) also emphasised the educative value of library and said "Library is a means of universal perpetual self-educaiton"

Butler (1961:XI) stated that library is "a social institution, caused by actual necessities in modern civilization", and is "now a necessary unit in a social fabric". Library as observed by White (1964:12) that "the product of human effort and is related to the whole structure of social evolution".

Wikipedia (http://en.wikipedia.org/wiki/Library#Library_management) defines "library is a collection of information, sources, resources, and services: it is organized for use and maintained by a public body, an institution, or a private individual. In the more traditional sense, a library is a collection of books".

Liarsen (1988:163) stated that in a society where information is essential, the library function of information supply will be crucial".
The *ALA Glossary of Library and Information Science (1983:130)* defines a library as "A collection of materials organized to provide physical, bibliographical, and intellectual access to a target group with a staff that is trained to provide services and programs related to the information needs of the target group".

*Professor S. Bashiruddin (1963:4)* observed, "the word library merely implied a collection of books; it did not matter however where it was housed, how the books in the collection were arranged and who administered it nor was such a variety sought in the quality of the book stock....."

According to *Ranganathan (1940:25)* "a library is a public institution or establishment charged with the care of a collection of books, the duty of making them accessible to those who require the use of them and the task of converting every person in its neighborhood into a habitual library goer and reader of books"

*Consortium for Educational Technology for University System (1997)* states that "The library is concept, as well as place—it is function, not form alone. The library is unique in society in that it not only selects, organizes, stores, and retrieves information; it also subsidizes access, protects intellectual freedom, and provides direct assistance and instruction to its users.”

*International Organization for Standardization (1982:135)* has defined library as "irrespective of the title, any organized collection of printed books and periodicals or of any other graphic or audio-visual materials, and the services of a staff to provide and facilitate the use of such materials as are required to meet the informational, research, educational or recreational needs of its users".
2.3 Library: The Taxonomy

The formation of a library, as distinct from a collection of archives, presupposes of existence of written records or of a literature whether it is preserved on clay tablets, papyrus, parchment or paper. In fact, libraries grew and developed in civilized society when men began to make and keep written records. Library materials are changing the format for a long time and till it is changing into clay plate to papyrus and papyrus to paper, paper to microfilm or digital format.

Scopes of all libraries are not also equal since they procure, organize and preserve resources looking into the needs of their works. Libraries vary primarily because of the peculiar requirements of the readers to be served. Libraries may be divided on ground of their importance and use kinds of their major collection, purposes of their uses etc. Other distinguishing factors are available finance, subject emphasis, and unique aspects of the population groups such as social and economic levels, political dynamics, and academic levels. Not only are types of libraries different but libraries within the same type may show significant differences each characterized by possible uniqueness in governing controls and subject interests. Due to this a lot of information scientists classified the libraries in various ways and in various names:
2.3.1 Classification of Libraries by their Collections

Sharon and Frank (2000:2) cited Chen & Houston that libraries can be classified into following three types:

Diagram 2.1

(i) Analog/Paper Library (PL) is the classical paper library with its card catalog.

(ii) Automated/Hybrid Library is a computerized library in which most of the information are digital.

(iii) Digital Library (DL) is a computerized library in which all of the information is available in digital.
2.3.2 Classification of Libraries by their Services

Kumar (1987:4) cited Prof Butler proceeds to state "with the rise of democratic ideals officials of every grade from monarchs to incumbents, surrendered to communal ownership their inherited collections of books which their forebears had undoubtedly regarded as personal property. Thus we find that from crude beginnings the trends has been away from personal libraries noticed in the rise and growth of different types of libraries, of which there are four major ones:

- Academic Library
- Special Library
- Public Library
- National Library

School Library
College Library
University Library

Diagram-2.2

It may be noted that the distinction between one type and another one is not always sharp. An engineering or medical college library can be considered as academic as well as a special library.
2.4 University library: the Concept

During the Middle Ages Monastery undoubtedly played a major role in preserving books and learning in the Western Europe. The monastery had its beginnings in the eastern Mediterranean area and in North Africa long before the fall of Rome. During the second century, monks of the Coptic Christian sects were forming monasteries in Egypt and manuscripts of the early Christian writings stocked their libraries.

From the fall of Rome to the 1100s, education in Western Europe was largely in the hands of monasteries. Cathedral schools developed after the tenth century, but their emphasis was largely on religious education. Some of the monastic orders encouraged education, and during the reigns of some enlightened monarchs there were brief periods of educational progress. In the later middle ages, schools for the training of clerks for the growing business firms were begun in some of the cities, but reading, writing and arithmetic were about the extent of their studies. By the late 11th century, however, a few of the schools were reaching into higher education, and in Paris degree of Bachelor of Arts were being given at the completion of a prescribed series of studies (Johnson, 1973:53). By the middle of the 12th century cathedral schools rose and the appearance of writing in the vernacular languages of the masses and the increasingly favorable and economic conditions gave rise to the universities—viz. The universities of Cracow (1364), Prague (1366), Heidelberg (1386), Oxford (1412), and Cambridge (1425) (Johnson, 1973:56). The dates given are those in which general libraries are known to have been functioning. Johnson (1976:117) stated that in 1179, the school at Paris set up requirements for the title of master, along with a regular organization of chancellor, masters, and students, with a system of lectures and examinations. It was thus in fact a university, but the status came officially in 1200, when Emperor Philip August granted a charter.

During the 13th century only royalty, nobility, The Church and the Universities could afford to collect books. Charles V (reigned 1364—1380) built a large library, which became the basis of the French Royal Library (Sengupta, 1981: p. 33). The word
university came from the Latin Universitas, which at first meant any organized guild or corporation, while the term used for the combination of students and teachers at first was Collect general (Johnson, 1976:116).

2.4.1 The Role of University Libraries

The present era is witnessing the continuing development of education. All the literate people need a steady and balanced supply of reading material in accordance with their diverse requirement. Library is the proper agency through which the reading material reaches the society at different levels. The role of the library as an agency for the promotion of reading has become very important in the recent times. The library is the heart of education. Every educational advance depends upon its resources and in a large measure; the degree of advance is proportionate to the potential of the library to respond. A quality education is impossible without a good library. The main function of the library is the collection and preservation of knowledge for its dissemination to all. Its conservation for posterity is also an important duty of a library. The libraries have changed the outmode concept of preserving a large number of reading materials for the sake of preservation only. Tagore, Rabindranath (1928) rightly remarked, “The extent of use to which the reading materials of a library is put, should determine its importance rather than the staggering number of volumes.” A well-equipped and well-managed library is the foundation of modern educational structure. The basic function of a library is educative. It is not merely store-house of reading material collected for preservation, but it also functions ‘as a dynamic instrument of education, to feed the intellect of the student, encourage the researchers of the faculty and invite all who enter its house to partake fully of its intellectual and cultural contents’.

The Calcutta University Commission (1917-1919) recommended “It is right and proper that the university should provide great libraries and great laboratories of research with great scholars to direct them”

A university library is a library, attached to a university. It exists to cater to the needs and requirements to students and teachers and to support the teaching and
research programmes of the university. President Truman's Commission (1948-49) on Higher Education says, "The library is second only to the instructional staff in its importance for high quality instruction and research". Libraries have become so much important for a university that the university cannot exist without it. Tremendous growth in student, opening of new university, introduction of new courses, rapid expansion of education, growing emphasis on qualitative and purposeful education and rising cost of books are some of the factors which necessitate a well equipped library attached to a university.

Realizing the importance of libraries in the fulfillment of the objectives of higher education the Indian University Education Commission (1949:110) recommended, "the library is the heart of all the university's work; directly so, as regards its research work, and indirectly as regards its educational work, which derives its life from research work. Scientific research needs a library as well as its laboratories, while for humanistic research the library is both library and laboratory one".

A well-stocked library having organized its collection for making it conveniently available to readers is a strong attraction for the students as well as the staff. Gelfand (1971:24) mentioned, "as a dynamic instrument of education, the library should feed the intellect of students, provide encouragement to the research studies and "invite all who enter its house to partake fully of its intellectual and cultural fare".

It is therefore an accepted fact that libraries are of paramount importance for universities. Some one has rightly said that "There are three distinguishing marks of a university—a group of students, a group of instructors, and collection of books and of these the most important is collection of books". Venkataramana (1995:63) indicated that in the Atkins Report of 1976 enlisted the importance of library by saying "The library is the core of a university. As a resource, it occupies the central and primary place, because it serves all the functions of a university teaching and research, the creation of new knowledge and transmission to posterity of the learning and culture of the present and the past".
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 and which has the power to confer degrees, diplomas and certificates. The prime necessity for a university is a good library with a balanced and adequate collection, which can satisfy the needs of the university faculties and help promote advanced study and research programs. A university is rated largely by its library. No university can develop effective work, in the academic sense, without a strong library as its centre. The library is the central workshop of the university which provides the student, the teacher, the scholar and the research worker with the tools required for the advancement as well as the acquisition of knowledge.

Venkataramana (1995:67) cited Indian Kothari Education Commission (1964-66) to define the functions of university libraries in order to realize the objectives of university education, as follows:

(a) provide resources necessary for research in fields of special interest to university;

(b) aid the university teacher in keeping abreast of developments in his field;

(c) provide library facilities and services secondary for success of all formal programmes of instruction;

(d) open the door to the wide field of books that lie beyond the borders of one’s own field of specialization; and

(e) to bring books, students and scholars together under conditions which encourage reading for pleasure, self discovery, personal growth and sharpening of intellectual curiosity.

The well organized and properly administered university library serves as an invaluable aid in the conservation of knowledge and ideas by acquiring and processing reading material. Mittal (1987:112) stated that, “A university library functions in order to fulfill the aims and purposes of its parent body i.e. the university each of these
functions is not wholly discrete and may be dealt with from the point of view of both the university and the university library,” It serves as an active force in the teaching and research programmes through direct assistance to the faculty members, research scholars and students. The library is the best university agency for collecting and organizing knowledge for effective use, and for providing the services and physical facilities to encourage it.

Paul Buck (1964:9) tried to mark the role and utility into six steps as follows:

First, Resources—the library is the heart of education. Every educational advance depends upon its resources and in large measure; the degree of advance is proportionate to the potential of the library to respond;

Second, methods and fashions in education change from generation to generation, but each generation uses the library as a means of realizing its aims; hence the library remains a great conservator of learning. An investment in a library is a permanent investment, guaranteeing returns for centuries to come;

Third, a quality education is impossible without a quality library;

Fourth, none can have a quality faculty without a quality library;

Fifth, a library is vital to proper exploitation of intellectual resources; and

Sixth, the library is essential to maintenance of free access to ideas, and to the functioning of untrammeled mind. Though, control will never be successful so long as books are not freely and widely available.

M.B Line (1968:157) stated in his opinion that “... a bearing on the university library system in two ways viz., firstly university libraries must undertake the responsibility of collecting and supplying the right type of literature to the scholar at the appropriate time pin-pointedly, exhaustively and expeditiously and secondly, they
must then endeavor as far as possible, to organize and give access to information and make the selection and control as easy, acceptable and quick as possible. In this context *University Grants Commission UK (1960:9-10)* explained that the phenomenon ‘In-formation Explosion’ or Literature Explosion’ has a bearing on the university libraries in two ways: Firstly, university libraries must undertake the responsibility of collecting and supplying the right type of literature to the scholar at the right time pinpointedly, exhaustively and expeditiously; and secondly, they must endeavor as far as possible, to organize and give access to information and make the selection and control easy, acceptable and quick as possible. The teaching and research function of a university library as contrasted with library-house-keeping function results in the maximum attainment of educational objectives of the university. The university library can provide effective service by keeping a list of all the research projects that are undertaken in the different departments of the university. Thus, the university library facilitates research by locating, retrieving and disseminating information to the researchers working in the different departments of the university.

The basic function of a university is educative. In order to achieve the objectives of university education, university libraries should redesign their activities in such a way that they may prove to be significant partners in conservation of knowledge and ideas, teaching, research, publication, extension and services, and interpretation of results of research. *Thompson (1970:10)* indicated that, the functions of university library in the five heading: (i) control—covering acquisition, accession, processing and shelving; (ii) archive—building up collection; (iii) service—including professional guidance to the readers; (iv) cooperation—linking the local and national network of library resources; and (v) research and development to enhance the library techniques.

A university library is a part of a university set-up. Therefore, it exists to serve the objectives of its parent organization. Every library programme must support university’s total programme. In other words, a university library should aim to advance the functions of its university. It should reflect character of the university. According to *Wilson and Tauber (1964:25)* “the well-administered university library directs its activities towards the fulfillment of these functions. By accumulating and
organizing books, manuscripts, journals, and other materials the university library serves as an invaluable aid in the conservation of knowledge and ideas and as an active force in the teaching, research, and extension programs of the university. Through direct assistance to the members of the faculty and research staff and through the service of members of the library staff as instructional officers, the university library participates in the interpretative function of the university. Through its many bibliographical and other reference services, the library aids individuals of the instructional and research staff who are engaged in the preparation of materials for publication.” Thus a modern university library aims to function as a dynamic instrument of education. It has a significant role to play in the fulfillment of objectives of higher education.

University libraries therefore, do not only support universities by collecting books and other materials relating to syllabus but, at the same time, these are also expected to arouse and sharpen student’s intellectual curiosity and mental faculty. University libraries therefore have great role to play in educational system. Khanna (2001:44) stated Ranganathan that, a university library must perform a set of five functions to justify its existence e.g. preparatory study, parallel study, follow up study, leisure, and documentation are most important functions, which a university library must perform. In short the functions, which a university library is expected to perform, may be enumerated as under:

(i) to acquire, process, organize and make available reading and other materials to students, teachers, and other staff members of the university so as to enable them to complete their reading, teaching, research, and other assignments.

(ii) In addition to the above, the university library is also expected to provide material to its users for (i) arousing their intellectual curiosity and sharpening intellectual faculty; (ii) stimulating imagination, reasoning and critical faculty, (iii) refining their ethical and cultural values; (iv) making them aware of their environment.
and development around them (v) informing and guiding them with regard to their further education, profession or occupation.

(iii) To encourage the use of library by (i) initiating the fresh students and teachers; (i) taking up readers’ education programmes, i.e. imparting instructions in the use of the library and issuing brochures etc. for this purpose.

(iv) To adopt new technology e.g. computerization in certain areas with a view to provide purposeful service in minimum possible time.

In an article Hafner (2004) stated “The mission of the university libraries is to support student pursuits for academic success and faculty endeavors for knowledge creation and classroom instruction. Furthermore, the University Libraries assist students in achieving their academic goal by connecting them with people, technology and information.” Universities produce knowledge for problem-solving, economic activity, guidance and direction, and the ability to escape ignorance and superstition and protect and advance the common good. Ugah (2007:1) cited that Rogers and Weber explained, “University libraries have an important role in the teaching, research, and service that universities undertake. A university library is both a collegiate library that supports teaching and research library”.

Anu (2002:87) Stated that the university library in modern India now poised on the threshold of the 21st century. Stands invested with a unique agenda of ensuring both continuity and change in the areas of knowledge, scholarships, culture, arts, crafts and even management of human systems. This agenda involves at least six comprehensive functions on the part of the university, these are:

- *Conservational functions*: To help in conserving the cultural heritage of the country;

- *Transmissional functions*: An effective vehicle of disseminating knowledge in the society at different levels through diverse modes and media;
• **Promotional functions**: Promote the cause of knowledge, its modification, renewal and enrichment;

• **Developmental functions**: Duty of developing the human resource of the country to the optimum capacity of its potential.

• **Fractional functions**: has a future-related obligation towards the community;

• **Evolutional functions**: Should provide a field for trying out uncommon, unconventional and innovative ideas;

In order to discharge the above functions attributed to the university, it has to perform four important activities concerned with dissemination of knowledge and communication of information. They are teaching, research, extension and publication.

*Wilson and Tauber (1966)* have described the functions of the university as (i) conservation of knowledge and ideas (ii) teaching (iii) research (iv) publication (v) extension and service; and (vi) interpretation

The university libraries of the twenty-first century are challenged to be digitized through the application of ICT facilities to their libraries. This is aimed at ensuring quick and easy access of the large numbers of library users to relevant accurate and current information from both remote and immediate databases to facilitate learning, teaching and research in the universities. It can be concluded with the remarks that the importance of a library in education need not be overemphasized. From the cradle to the grave and from the primary stage to the higher stage of learning, library service as an unfailing companion. Every educational program must be presided by the provision of library services.

Zasada *(1981:438)* stated that, *Poland* university libraries and their activities were determined in an order issued on March 18, 1961. The standards of university library responsibilities cover (1) scientific activities, which include workshop activities for support of scientific research; (2) teaching, which involves giving students instructions in the use of libraries and information resources (many universities require
students in their first year to take a course in library use. Some are even providing advance courses for students in their third and fourth years; and (3) services, which entails making every effort to provide full services to students, faculty, researchers, and administrators.

2.5 Growth and Development of University Libraries

The development of universities, and of Cathedral school which preceded them, can be seen in one sense as a move away from the monasteries which had previously a virtual monopoly of education (Smith, 1980:128). The true phenomenon of twentieth-century higher education has been the development of university libraries. Though their roots in the western go back to mediaeval times, only in the present age, indeed only in the last four or five decades, have they blossomed. The history of university libraries over the last few decades has been quite remarkable. Librarians as a profession however incline the permission rather than optimism, and despite the sudden growth of their libraries in the mid-twentieth century are not reading persuaded that the neglect and constraints of previous eras will not just as swiftly return. It is surely the case nevertheless that the recent changes have been as much qualitative as quantitative, and that the advances made will not be easily overturned.

2.5.1 Growth and Development of University Libraries in Some Major Countries of the World

The origin of universities is to be sought in the twelfth century revival of learning based mainly upon texts of Greek authors such as Aristotle, Euclid, Ptolemy, Galen and Hippocrates, made available for the first time to medieval Europe chiefly through the agency of Arabs scholars, and upon the Roman law codes which were re-discovered after their neglect in the Dark Ages (Smith, 1980:128). Perhaps Europe's greatest legacy to the world has been the university. Before the end of twenty-One noticeable trend in library services in many parts of Europe in the favorable legislation
that has been enacted to safeguard library services on all levels. There is a strong interest in setting up libraries that will service all of the people.

Following World War II, French system of higher education underwent major reforms. The structure of the university was changed and now resembles that found in universities in England or the United States. There are twenty-four state universities: Paris (1150); Montpellier (1180); Toulouse (1229); Grenoble (1339); Aix-Marseille (1409); Caen (1431); Poitiers (1431); Bordeaux (1441); Besancon (1485); Nancy (1572); Strasbourg (1621); Dijon (1722); Rennes (1735); Lille (1808); Lyon (1808); Clermont-Ferrand (1808); Orleans (1962); Reims (1962); Rouen (1964); Nantes (1962); Amiens (1965); Limoges (1965); Nice (1965); and Vincennes (1968). In addition, there are Catholic universities located at Angers, Lille, Lyon, Paris, and Toulouse (Baudin & Jackson, 1981:406).

**French** university libraries were designated as university libraries and interuniversity libraries. The university libraries are attached to single universities, and the interuniversity libraries are found where several universities exist in a geographical area. For example, the University of Paris had three interuniversity libraries with twenty-nine members' libraries, and they were available to all other students enrolled in universities in Paris metropolitan area (Baudin & Jackson, 1981:406). There were some thirty other major college and universities in Paris, and several hundred scattered throughout France. Most of the early French Universities were Church-related and did not survive the Revolutionary era, so that most modern institutions date from the nineteenth century, particularly the 1870s during the era of the Third period (Johnson, 1976:154).

Libraries of **Italy** are among the oldest and most distinguished in the world. World War II reduced many Italian libraries to inactivity and inhibited library development. The postwar increases of student in Italian colleges and universities have been extraordinary. Johnson (1976:157) stated that, fifteen strong universities existed in 1500 in Italy, and several new ones were added in the sixteenth century, a period of decline soon set in and very few were added before 1900. In most Italian universities,
central libraries were not begun until long after the universities establishment, and in a few cases none ever were established.

Naples and Bologna universes were both founded in the thirteenth century but their libraries had no continuous history (*Humphreys, 1980:251*). The university libraries in Naples comprise nearly fifty special, faculty, and institute collection. The University of Rome has about 120 libraries with over 1.1 million volumes (*Carpenter, 1981:425*). Many other central university libraries were based on Jesuit College libraries and usually occupied the College premises at the suppression of the order. Catania for example was set up in this way and opened to the public in 1775. Genoa was another, which became a university library after it had been the Biblioteca Nazionale della Repubblica Ligure in 1801. Sassari began as the Studium Generale of the Jesuits between 1558 and 1562 and was a public library. It became the university library in 1617 by a decree of Philip III, King of Spain. In 1765 it was made a university in perpetuity by Carlo Emanuele III. The Jesuits were suppressed in 1775 (*Humphreys, 1980:251*). Overall, the academic libraries of Italy can be described as having large collections that are especially useful for students and scholars in the humanities and history.

In **Poland**, university libraries form a very important component of the national information system because of their specialized resources. Poland's university libraries go back well into the fourteenth century, when the University of Cracow was found in 1364. Called the Jagellonian University since it was organized in 1400 by Ladislas Jagellon, this university has played a prominent role in the history of Poland (*Johnson, 1976:159*). The demands of university teaching and research have been increasing steadily since 1945. Several university libraries are designated as central libraries: the University of Warsaw and Jagiellonian Library for social sciences; the engineering colleges at Warsaw and Wroclaw and the Academy of Mining and Metallurgy for technical sciences; the School of Planning and Statistics for economic; the Department of Geography; University of Warsaw and the Geographical Institute of Gdansk for marine sciences. (*Zasada, 1981:438*).
Over a period of time, the historical and cultural development of Germany has created a multitude of different types of libraries. Within the group of libraries belonging to individual educational institutions, the university libraries play a special role. In Germany, several university libraries had been established before 1500, including those at Cologne, Erfurt, Freiburg, Greisswald, Heidelberg, Leipzig, Munich, Rostock and Tubingen. They were followed in the sixteenth century by Marburg, Würzburg, Königsberg, Wittenberg, and Jena. The seventeenth century brought the Thirty Years’ War, when many German libraries were ravaged by invading armies, and by 1700 both universities and libraries had reached low ebb. However the eighteenth century brought better conditions (Johnson, 1976: 156).

In Russia, university libraries are quite a different story. There, universities were late in beginning and grew only slowly until the twentieth century. Since the Russian Revolution, however, the university libraries have grown tremendously, both in size and numbers, and they constitute today an important part of the overall library program in the Soviet Union. The oldest university in Russia proper is the University of Moscow (1755) (Johnson, 1976:158). The library of the Lomonosov State University of Moscow (1755) is the leading academic library in the country...[and] fulfills the role of the centre for library science and methodology for all university libraries of the nation. Other university libraries serve as centers of research, methodology, and continuing education for academic libraries in their respective regions (Kaldor, (1981:460).

The history of British universities has many interesting and several curious features, an observation, which also applies the history of their libraries. University library history falls naturally into two parts. The first concerns the libraries of the older universities, and the second the libraries of the modern foundations of the nineteenth and twentieth centuries (Olle, 1967:93). Down to the nineteenth century there were really two universities in England, Cambridge and Oxford. The libraries of these two venerable institutions were already centuries old by 1500 (Johnson, 1976:154). Olle (1967:98) stated that by the end of sixteenth century, Scotland had four universities and England has two. There were no other foundations for nearly 250 years. Durham University was chartered in 1932 and London university in 1938. The next one hundred years saw the struggling beginning of twelve ‘civic universities’.
Libraries have been part of the cultural and educational history of the United States for three hundred years. Sengupta (1981:97) stated that libraries maintained by college and universities in the United States are closer kin to the public libraries than would appear at first glance. Large public and large university libraries both have magnificent special collections, numerous branches and considerable range in the requirements of their readers. The most distinguished of the university libraries are those supported by private institutions such as Harvard, Yale, Columbia, and Princeton.

The late 19th century was also a period of strong development of college and university libraries. Many new colleges were established after the Civil War. North Carolina’s Universities Library at Chapel Hill began in 1795. The University of South Carolina’s Library opened in 1805. Other state universities with libraries founded before 1850 included Vermont (1800), Tennessee (1807), Indiana (1828), Alabama (1831), Missouri (1840), Michigan (1841), and Wisconsin (1849) (Johnson, 1973:149-50).

Wilson (1969:18) stated that the top-ranking university libraries in the United States, in respective order, were at Yale the University of California at Los Angeles, Cornell, Illinois, Stanford, Michigan, Columbia, and Chicago. The next nine, listed alphabetically, were those at Johns Hopkins, Minnesota, Northwestern, Ohio State, Pennsylvania, Princeton, Texas, Washington and Wisconsin.

As one might expect, library service in Canada has developed in much the same way that it has in the United States. As early as 1791, the provincial legislature of Ontario (then known as Upper Canada) established a government library and the early 1800s saw the formation of social and academic libraries similar those in the United States (Johnson, 1973:198).

In Central Canada the university of McGill and Toronto had come into being. McGill library had a very slow start. The other institution of note in Central Canada during this period was Queen’s College, later University. The university of British Columbia had an uncertain beginning, being authorized in an Act of 1890, which lapsed in a little over a year, because of disagreement over whether the institution
should be in Victoria on Vancouver Island, or in Vancouver. Within a few years, however, at the instigation of the teachers of Vancouver High School, an arrangement was made with McGill University in Montreal to start university classes, later extended also to Victoria, and by 1906 McGill University College of British came into being (Briggs, 1980:274). John Ridington (1933) the Chairman of the Commission of Enquiry in the Library Situation in Canada Stated that “In a superficial way we have traced the spread of universities and the origins of their accompanying libraries across the country from East to West and from the end of the eighteenth century to the middle of the twentieth century” Redington also stated that “the story of the university libraries in Canada is a rather difficult one to tell, ‘for the reason that the facts are neither easily available nor ascertainable. The dates represent the effective foundation of the following universities libraries in Canada: McGill University (1821), University of New Brunswick (1829), Queen’s University (1841), Acadia University (1843), Toronto University (1850), Mount Allison University (1862), Dalhousie University (1863), University of Western Ontario (1878), McMaster University (1887), University of British Columbia (1915).

There is no survey of Australian libraries corresponding, in any way, to the McEldowney Report, at this time, but the comments of one observer may be worth noting. Speaking as at 1972 Bryan (1977: 46) stated that,

"In the 1970's Australian university libraries constitute, in gross terms at least, the nation’s largest bibliographical resources. Their staffing is at a highly professional level and they are heavily and enthusiastically used by staff and students alike. Their contribution, directly and indirectly, to the community outside the universities is impressive and indispensable. Their influence on the library councils of the nation is important and respected. They have changed markedly in both degree and kind”

For Australia, however, considerable overcrowding of the ‘original six’ universities has provoked, over the years, a series of ‘metropolitan multiplication’; two more universities in Sydney (New South Wales, 1949 and Macquarie, 1964), two more
in Melbourne (Monash, 1958, and La Trobe, 1964) and one more each in Adelaide (Flinders, 1966), Brisbane (Griffith, 1970) and Perth (Mordoch, 1970). The second metropolitan university in Sydney, ultimately entitled the University of New South Wales, was conceived as radically different and highly technologically oriented. (Bryan, 1980:290).

A number of groups or individual wrote reports or articles highlighting the deficiencies in the university libraries of New Zealand. The following two major reports indicated the status of collection and services regarding the university libraries of New Zealand. In 1959, the Committee on New Zealand universities (1960:71) under the Chairmanship of Sir David Parry reported that “the present library holdings are not adequate for undergraduate and professional educational purpose” and that “the students are seriously handicapped in pursuing their studies by the lack of space and the inadequacies of the existing buildings as well as by deficiencies in the present collections”.

In 1960s, the situation improved considerably. The universities grew rapidly and made a deliberate effort to foster research, partly to keep some of the good students in New Zealand and partly to help attract and retain good teachers. Another major survey of university library resources undertaken by W.J. McEldowney in 1972 for the New Zealand Vice-Chancellor Committee (1973:17) showed by that time there had been considerable growth of resources within the universities, although much still needed to be done. He recommended that, “the role of the university libraries in the total library resources of the nation, and their relationship to the National library and to the major specialized libraries, in acquisition policy”. McEldowney also concluded that “New Zealand university libraries need a great deal of strengthening” and that “it must always be remembered that New Zealand university libraries are tiny, both individually, and especially, as a group”.

Japanese libraries before 1945, consisted mainly of government and academic collections, and the imperial library in Tokyo was the largest and most important. (Jonsson, 1973:229). In July 1947, Diagaku Kijun Kyokai (the University Accreditation Association) was established, and in 1952, the standards for university libraries were
formulated. Later, the work of the association was transferred to the Ministry of Education, which affected the present standards for university libraries in 1956. In 1965 a library information section was established under the Bureau of Higher Education and Science in the Ministry of Education. There are 426 universities (83 National, 33 public—prefecture and municipal—and 310 private) (Suzuki, 1981:204).

Library services in **Malaysia** are provided by federal and state agencies and come under different authorities. The National Library comes under the Ministry of Local Government and Environment, while university, college, and school libraries are the responsibility of the Ministry of Education. The University of Malaysia established in 1959. For a long time, the country had to depend on only this university. In the early 1960s, it was the only library in Malaysia, for the National Library and other university libraries were not established until a decade later. Between June 1969 and 1972, four new universities, at the rate of one per year, were established: University Sains Malaysia (1969), University Kebangsaan Malaysia (1970), University Pertanian Malaysia (1971) and University of Technology Malaysia (1972). Throughout the early and mid-1970s, then, most of the new libraries built up increasing books stock, recruited and trained more staff; moved into, or planned for bigger and better library areas; and tried to consolidate their service across a very broad front. (Mun, 1981:251-52)

Libraries of tertiary institutions in **Singapore** are those of the University of Singapore, Nanyang University, Singapore Polytechnic, Ngee Ann Technical College, and the Institute of Education. Their growth and development are dependent on the planning and development policies of their parent institutions. The University of Singapore Library is the oldest and largest academic library in Singapore, established in 1905. This library system comprises five libraries spread over three campuses serving seven faculties and three schools. The Nanyang University Library was founded in 1956. This university comprises four colleges—arts, commerce, and graduate studies. The Singapore Polytechnic Library, established in 1958. Two branches of the Polytechnic Libraries, one at the Princess Mary campus and the other at the Ayer Rajah campus, were opened in 1971 and 1972, respectively, to cope with the expanding teaching program (Hochstadt, 1981:314).
Pakistan's libraries got their start under British rule during the late nineteenth and early twentieth centuries. Among the three largest libraries in Pakistan when it was created were the University libraries; Punjab university library (1908) and Dacca University library (1921). In the pre-independence era, there was no organized library movement either. With the opening of new universities in the 1950s—Peshawar (1950); Karachi (1951); Rajshahi (1953)—the situation started changing. The year 1950 has great importance in the library world of Pakistan. The position of the University libraries thus continued to improve. Professional universities were opened in 1961 as a result of the recommendations of the Commission on National Education. By 1966, the number of universities had risen to eleven. The present university library resources still need to be developed, even though the university libraries them selves initiated and contributed so heavily to the country's overall library growth (Khusshid, 1981:271-73)

In India, where the British were in Power for more than two centuries, there are many evidences of English influence on both public and academic Libraries. But libraries existed in India from very ancient days when India was reputed far and wide for her different seats of learning in the various monasteries, temples, and Buddhist Viharas (monasteries) spread throughout all regions of the country. Students, according to Indian tradition and culture had to spend five to fifteen years in the Gurugriha or Ashrama of the preceptor according to the courses of different subjects for being a Snataka (Graduate). These Ashramas possessed a rich collection on different subjects. These were in fact, the libraries of ancient and medieval India (Sengupta, 1981:41).

In ancient India these centers of learning (Universities) were attracted students and scholars from all parts of India as well as other countries. That was the golden age in India from the view point of literature and philosophy. A few notable examples are those attached to the centres of learning (Universities) at Nalanda, Rajagriha, Odantapuri, Vallabhi (in Kathiawar), Takshahila, Vikramshila (in Bihar), Tramralipta etc. were established and those universities possessed big libraries (Sahai:1990:31).
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 1857 three universities were established in Calcutta, Madras and Bombay on the pattern of the London University. In the beginning, these universities were merely affiliating and examining bodies, and need for providing libraries was not realized then. After realizing that the Calcutta University emphasized on the provision of laboratories and libraries saying that the availability of these two facilities was indispensable for teaching and research. Thus, the Calcutta University library was established in 1873 and the Bombay University library was set up in 1864. The University of Punjab (Lahore) was established in 1882 and that of Allahabad in 1887. During the period 1913 to 1921 six more universities were established. A teaching-cum-residential university was established at Lucknow in 1920. Encouragement was also given to the eminent people in the country in their efforts to set up universities like Benaras Hindu University by Pandit Madan Mohan Malaviya in 1916 and the Aligarh Muslim University founded by Sir Syed Ahmed Khan in 1920. In the meantime two princely states of Mysore and Osmania established universities in 1916 and 1918 respectively (Sahai, 1990:31).

In the year 1921, education as a subject was transferred from British hands to the Indian control. This change helped the development of the universities in the country at a much faster speed and during the next 26 years, nine more universities were established. After attainment of independence in 1947, higher education in the country began to develop at an accelerated speed. The number of universities increased from 19 to 64 by 1966 (Sahai, 1990:31).

The growth rate of educational institutions in India was very slow before independence in 1947. Today there are a total of 237 universities, including 116 general universities, 12 science and technology universities, 7 open universities, 33 agricultural universities, 5 women’s universities, 1 language universities and 11 medical universities (Mahajan, 2005:3). UGC, established by an act of parliament in 1956, coordinates and monitors the higher education system in India. The University Grants Commission has set up an autonomous Inter-University Centre in 1991 called
2.5.2 Growth and Development of University Libraries in Bangladesh

The evidences shows, the *monastic vihars* were the fore runner of the academic libraries of Bangladesh. The library development in Bangladesh is closely related with the history of library development in Indian Sub-continent. The early history of Bengal is, at best, legendary, Vedic literature, beyond mentioning the names of some ethnic groups inhabiting Bengal, gives little indication of the prevailing way of life. Buddhism was introduced to Bengal through the patronage of several important ruling dynasties, notably the great Pala rulers. Various monasteries, temples and Buddhist Viharas were extended throughout the country. The most ancient Vihars were traced out at Mahasthangar at Bogra District and Shalvan Vihar at Mainamati, Comilla. The ruins of these Buddhist monasteries clearly speaks that, there were libraries attached to them (*Munshi, 2003:74*). Such libraries were also found in Shalvan Vihar at Mainamati, Comilla in the 7th to 12th century A. D. The ruins of these Buddhist monasteries clearly speaks that, there were libraries attached to them (*Munshi, 2003:74*). These monasteries were taught about religion, medical science, economics, politics, and several other specialized subjects. The Pala Dynasty which came to power during the 9th century A.D, ruled nearly 3 (three) centuries. The Pala emperors established Royal libraries with an aim to preserve literary, cultural, and political heritage. These libraries also came into existence in Bengal as a result of their love for learning of many of its Muslim rulers (*Munshi, 2003:75*).

*Private libraries* in our country were established by *Zamindars, Nawabs* and persons interested in literature and by political leaders. Library build up by the *Zaminder* of Baldaha and by the *Maharaja* of Dinajpur are worthy mentionable. Private collections of many other *Zamindars* who migrated to India were mostly damaged and destroyed for lack of proper care. Habatnagor Zamindars of Mymensing, had private libraries. Many Philanthropists established large number of libraries in
their own initiative. Among them poet Krishna Chandra Majumder established three libraries at Rajbari in Faridpur, Chuadanga in Kustia and Senhati in Khulna in 1914 (Hakim, 2001:146-47).

Pakistan took birth on 14th August 1947. In 1947, there were about 20 public libraries in the then East Pakistan (now Bangladesh).

<table>
<thead>
<tr>
<th>Name of District</th>
<th>No. of Public Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bogra</td>
<td>21</td>
</tr>
<tr>
<td>Bakerjang</td>
<td>59</td>
</tr>
<tr>
<td>Chittagong</td>
<td>18</td>
</tr>
<tr>
<td>Dacca</td>
<td>17</td>
</tr>
<tr>
<td>Faridpur</td>
<td>6</td>
</tr>
<tr>
<td>Jessore</td>
<td>11</td>
</tr>
<tr>
<td>Khulna</td>
<td>11</td>
</tr>
<tr>
<td>Mymensings</td>
<td>34</td>
</tr>
<tr>
<td>Noakhali</td>
<td>10</td>
</tr>
<tr>
<td>Pabna</td>
<td>15</td>
</tr>
<tr>
<td>Rajshahi</td>
<td>16</td>
</tr>
<tr>
<td>Rangpur</td>
<td>24</td>
</tr>
<tr>
<td>Tippera</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>265</strong></td>
</tr>
</tbody>
</table>

Source: Bengal Library Directory, 1942

In 1953 the then Government of East Pakistan laid the foundation of what is now known as the Bangladesh Central Public Library (Huq, 1981:172). According to the directory published by the Pakistan Bibliographical Working Group there were only twelve public libraries in 1957 in the then East Pakistan. (Pakistan...Group, 1957:2-3). However, by 1966 the number of public libraries rose to 108. During the next five years, the number remained more or less static as the stated figure 1970 was 112 public libraries (Khan, 1972:300-311). At present there are 68 government and 1043 non-government public libraries working in the country (Uddin, 2003:49).

After the independence of Bangladesh, the Directorate of Archives and Libraries established The National Library of Bangladesh. On 29th August, 1975, a

A good number of special libraries were established after the emergence of Bangladesh. Different Ministries including attached departments and directorates, autonomous and semi-autonomous bodies, foreign missions, private organizations, news agencies, societies, learned bodies and voluntary organizations in Bangladesh have their libraries only in the record. However, a survey conducted by BANBEIS in 1990 shows that, the number of Special libraries in the country stands at 665 (Mannan, 1990: 115). After the independence, it required careful planning for its own development. In this regard, the First Five Year Plan (1973-1978) was prepared for reconstruction and development of economy taking into account for inescapable, social and economic realities of Bangladesh. The plan chartered a course for the five year 1973-1978. In chapter-XIV of the plan under ‘Education and Manpower’, there was an allocation of 2.5 crores (25 million) of taka for the development of libraries and 2 crores (20 million) were allocated for the development of Archives and Museums (Bangladesh, 1973: 449). The literature reveals that, an amount of 2.5 crores (25 million) taka was the fist allocation in the post independent Bangladesh for development of libraries.

In 1973, Education Department, Government of the People’s Republic of Bangladesh constituted a committee in terms of the government orders bearing No. SX/II-17/73/4003(9) dated 3.10.1973 for formulation of proposals for improvement and development of library services in the country. Members included in this committee were mostly the representatives of major libraries of the country plus a representative of the Planning Commission and the Joint Secretary, Ministry of Cultural Affairs and sports acted as its Chairman. In the first meeting of the Committee, it was unanimously decided that a comprehensive plan for development of libraries in Bangladesh and various sectors viz. national, public, academic, school, college, and special libraries would be prepared. Separate sub-committees were
formed for the purpose. The public library sub-committee prepared several schemes. The other sub-committees did not submit any schemes. It clearly indicates that, the librarians of Bangladesh appear to have not taken proper care and interest in respect of library development in the country (Hossain, 1985: 313-316). The library development committee recommended a comprehensive scheme comprising even groups of projects. Among the seven groups, Group-V included five special and research libraries. The proposed programme was heavily biased towards Public Library Development and made no noticeable provision for the development of academic libraries and special libraries (Hossain, 1985: 315).

In 1942 Bengal Library Association summarize the collections of academic libraries which are as follows:

<table>
<thead>
<tr>
<th>Name of Institutions</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dhaka University library</td>
<td>79,514</td>
</tr>
<tr>
<td>(Manuscripts 21,000)</td>
<td></td>
</tr>
<tr>
<td>Anandamohan College, Mymensingh</td>
<td>10,913</td>
</tr>
<tr>
<td>Sir Asutosh College, Chittagong</td>
<td>NA</td>
</tr>
<tr>
<td>Azizul Huq College (1939)</td>
<td>NA</td>
</tr>
<tr>
<td>Brajamohan College (1889), Barisal</td>
<td>7,000</td>
</tr>
<tr>
<td>Carmichael College, Alamnagar, Rangpur</td>
<td>7,507</td>
</tr>
<tr>
<td>Chittagong College (1869), Chittagong</td>
<td>14,000</td>
</tr>
<tr>
<td>Dacca Intermediate College (1920), Dhaka</td>
<td>7,989</td>
</tr>
<tr>
<td>Edward College (1898), Pabna</td>
<td>5,000</td>
</tr>
<tr>
<td>Fazlul Huq College (1940), Chakar, Bakargonj</td>
<td>NA</td>
</tr>
<tr>
<td>Feni College, Feni, Noakhali</td>
<td>5,009</td>
</tr>
<tr>
<td>Haraganga College, Mymensing</td>
<td>1,066</td>
</tr>
<tr>
<td>Hindu Academy, Khulna</td>
<td>12,000</td>
</tr>
<tr>
<td>Islamia Intermediate College (1877), Dacca</td>
<td>6,247</td>
</tr>
<tr>
<td>Islamia Intermediate College (1913), Chittagong</td>
<td>5,222</td>
</tr>
<tr>
<td>Kamarunnessa Girl's Intermediate College (1924), Dacca</td>
<td>1,159</td>
</tr>
<tr>
<td>Rajendra College, Faridpur</td>
<td>5,334</td>
</tr>
<tr>
<td>Rajshahi College (1873), Rajshahi</td>
<td>23,334</td>
</tr>
<tr>
<td>(Manuscripts 170)</td>
<td></td>
</tr>
<tr>
<td>Saadat College, Karatia, Mymensingh</td>
<td>3,734</td>
</tr>
<tr>
<td>Victoria College (1899), Comilla (Tippera)</td>
<td>8,646</td>
</tr>
<tr>
<td>Victoria College, Narail, Jessore</td>
<td>4,064</td>
</tr>
</tbody>
</table>

Source: Bengal Library Directory, 1942
The growth and development of university libraries in Bangladesh is closely related to the development of universities in the other two countries of the subcontinent, India and Pakistan. The then government took several plans, and executed some of the recommendation of these plans/schemes/projects for the development of libraries. As a result of these attempts during the long 26 years at the end of Pakistani Rule in 1971 the following developments were visible. There were six University Libraries viz. (i) Dhaka University (1921); (ii) Rajshahi University (1950); (iii) Bangladesh Agriculture University (1961); (iv) Bangladesh University of Engineering and Technology (1962), Chittagong University (1966), and Jahangirnagar University (1970). (Hossain, 1985:288)

Before 1972, all most all the university libraries were started simultaneously with the establishment of the universities. The only exception here is the Rajshahi University Library; although the Rajshahi University was founded in 1953, the library however started functioning from 1955 (Huq, 1981:175). Since the Independence of Bangladesh in 1971 no new university was established until 1985 though there has been much public discussion about doing so on account of the heavy student pressure for admission into higher educational institutions. After that 5 public universities were established, Islamic University, Kushtia (1985), Shahjalal University of Science & Technology, Sylhet (1987), Khulna University, Khulna (1991), National University, Gazipur (1992), Bangladesh Open University, Gazipur (1992). In 1998 by the Act. of 1 and 16 government upgraded the Institute of Postgraduate Medicine and Research as Bangabundhu Sheikh Mujib Medical University (BSMMU), and the Institute of Postgraduate in Agriculture (IPSA) as Bangabundhu Sheikh Mujibur Rahman Agricultural University respectively. For the rising demand of modern science and technology education in the world, Bangladesh Parliament passed Act 34 to 45 of 2001 to establish one science and technology university each of the 12 old big greater district (where there was no university) in Bangladesh (UGC, 2007:65)
Table 2.3
Growth of Public Universities in Bangladesh

<table>
<thead>
<tr>
<th>Sl #</th>
<th>Name of the public university</th>
<th>Year of estab.</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2001</td>
<td>2002</td>
</tr>
<tr>
<td>1</td>
<td>University of Dhaka</td>
<td>1921</td>
<td>591000</td>
</tr>
<tr>
<td>2</td>
<td>University of Rajshahi</td>
<td>1953</td>
<td>273117</td>
</tr>
<tr>
<td>3</td>
<td>Bangladesh Agricultural University</td>
<td>1961</td>
<td>174909</td>
</tr>
<tr>
<td>4</td>
<td>Bangladesh University of Engineering &amp; Technology</td>
<td>1962</td>
<td>131540</td>
</tr>
<tr>
<td>5</td>
<td>University of Chittagong</td>
<td>1966</td>
<td>183039</td>
</tr>
<tr>
<td>6</td>
<td>Jahangirnagar University</td>
<td>1970</td>
<td>79733</td>
</tr>
<tr>
<td>7</td>
<td>Islami University</td>
<td>1985</td>
<td>60625</td>
</tr>
<tr>
<td>8</td>
<td>Shahjalal University of Science &amp; Technology</td>
<td>1987</td>
<td>37733</td>
</tr>
<tr>
<td>9</td>
<td>Khulna University</td>
<td>1991</td>
<td>25917</td>
</tr>
<tr>
<td>10</td>
<td>National University</td>
<td>1992</td>
<td>20553</td>
</tr>
<tr>
<td>11</td>
<td>Bangladesh Open University</td>
<td>1992</td>
<td>21787</td>
</tr>
<tr>
<td>12</td>
<td>Bangabandhu Sheikh Mujib Medical University</td>
<td>1998</td>
<td>22342</td>
</tr>
<tr>
<td>13</td>
<td>Bangabandhu Sheikh Mujib Rahman Agricultural University</td>
<td>1998</td>
<td>12498</td>
</tr>
<tr>
<td>14</td>
<td>Haji Mohammad Danesh University of Science &amp; Technology</td>
<td>2001</td>
<td>--</td>
</tr>
<tr>
<td>15</td>
<td>Maulana Bhasani University of Science &amp; Technology</td>
<td>2001</td>
<td>42</td>
</tr>
<tr>
<td>16</td>
<td>Panakhal University of Science &amp; Technology</td>
<td>2001</td>
<td>--</td>
</tr>
<tr>
<td>17</td>
<td>Sher-e-Bangla Agricultural University</td>
<td>2001</td>
<td>1010</td>
</tr>
<tr>
<td>18</td>
<td>Chittagong University of Engineering &amp; Technology</td>
<td>2003</td>
<td>--</td>
</tr>
<tr>
<td>19</td>
<td>Rajshahi University of Engineering &amp; Technology</td>
<td>2003</td>
<td>--</td>
</tr>
<tr>
<td>20</td>
<td>Khulna University of Engineering &amp; Technology</td>
<td>2003</td>
<td>--</td>
</tr>
<tr>
<td>21</td>
<td>Dhaka University of Engineering &amp; Technology</td>
<td>2003</td>
<td>--</td>
</tr>
<tr>
<td>22</td>
<td>Noakhali University of Science &amp; Technology</td>
<td>2004</td>
<td>--</td>
</tr>
<tr>
<td>23</td>
<td>Jagannath University</td>
<td>2005</td>
<td>--</td>
</tr>
<tr>
<td>24</td>
<td>Comilla University</td>
<td>2006</td>
<td>--</td>
</tr>
<tr>
<td>25</td>
<td>Jatiyo Kabi Kazi Nazrul Islam University</td>
<td>2006</td>
<td>--</td>
</tr>
<tr>
<td>26</td>
<td>Chittagong Veterinary and Animal Sciences University</td>
<td>2006</td>
<td>--</td>
</tr>
<tr>
<td>27</td>
<td>Sylhet Agricultural University</td>
<td>2006</td>
<td>--</td>
</tr>
</tbody>
</table>

Source: UGC Annual Reports 2001-2007

"It was observed that every year a large number of students aspiring for admission in the public universities were deprived of higher education due to limitations of available seats in the public universities of the country". With the view to solving the problem in the higher education available to the students the government
has accorded permission for the establishment of private universities in the private sector by promulgating the Private University Act, 1992. Thus, the journey of establishing private university started from 1992. Later, the government in consultation with the UGC has made some amendments of the Act in 1998 (UGC, 2007:65).

In 2005 among 54 private universities the affiliations of 5 universities were cancelled as per the recommendation of a high-powered committee of UGC. These were- (1) Central Women’s University, Dhaka (2) Comilla University, Comilla (3) America Bangladesh University, Dhaka (4) Pundra University of Science and Technology, Bogra and (5) Queen’s University, Dhaka.

But at the end of 2006 another two private universities were established namely Asa University Bangladesh and East Delta University. Therefore, there were 51 private and 27 public universities functioning under the monitoring and supervising of UGC (UGC, 2007:96).

<table>
<thead>
<tr>
<th>Sl #</th>
<th>Name of the private university</th>
<th>Year of estab</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>North South University</td>
<td>1992</td>
<td>18912 19916 26990 30543 32290 32688 35839</td>
</tr>
<tr>
<td>2</td>
<td>University of Science and Technology Chittagong</td>
<td>1992</td>
<td>9040 10665 10348 9260 11041 10023 11718</td>
</tr>
<tr>
<td>3</td>
<td>Independent University, Bangladesh</td>
<td>1994</td>
<td>16795 17000 19947 33057 38001 48687</td>
</tr>
<tr>
<td>4</td>
<td>Darul Bisan University</td>
<td>1993</td>
<td>18536 21000 22200 24160 24437 25400 25400</td>
</tr>
<tr>
<td>5</td>
<td>International University of Business Agriculture and Technology</td>
<td>1995</td>
<td>12000 13000 13600 13600 10807 11140 11783</td>
</tr>
<tr>
<td>6</td>
<td>International Islamic University Chittagong</td>
<td>1995</td>
<td>14787 28635 43369 9531 60512 68796 93218</td>
</tr>
<tr>
<td>7</td>
<td>Ahsanullah University of Science &amp; Technology</td>
<td>1995</td>
<td>6176 6564 6753 6943 7590 8433 8854</td>
</tr>
<tr>
<td>8</td>
<td>American International University Bangladesh</td>
<td>1995</td>
<td>1500 17500 23859 25627 28313 30517</td>
</tr>
<tr>
<td>9</td>
<td>Asian University of Bangladesh</td>
<td>1996</td>
<td>42041 38316 48902 55470 61154 85580 95659</td>
</tr>
<tr>
<td>10</td>
<td>East-West University</td>
<td>1996</td>
<td>6592 7515 10720 12608 15243 19364 27730</td>
</tr>
<tr>
<td>11</td>
<td>University of Asia Pacific</td>
<td>1996</td>
<td>4100 4922 7020 8231 8946 9349 10629</td>
</tr>
<tr>
<td>12</td>
<td>Gono Bidwahidyalay</td>
<td>1996</td>
<td>11566 12480 13920 1070 14737 15669 17306</td>
</tr>
<tr>
<td>13</td>
<td>The People’s University of Bangladesh</td>
<td>1996</td>
<td>2004 4356 10300 12014 13728 14685 15389</td>
</tr>
<tr>
<td>14</td>
<td>Dhaka International University</td>
<td>2000</td>
<td>1862 2400 3000 4377 6170 7269 9685</td>
</tr>
<tr>
<td>15</td>
<td>BRAC University</td>
<td>2001</td>
<td>10000 10710 12842 13074 14388 15959 21138</td>
</tr>
<tr>
<td>16</td>
<td>Manarat International University</td>
<td>2001</td>
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</tr>
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<td>17</td>
<td>Bangladesh University</td>
<td>2001</td>
<td>7000 10000 10668 7969 11677 13644 17309</td>
</tr>
<tr>
<td>18</td>
<td>Leading University</td>
<td>2001</td>
<td>2392 3780 2231 7675 8761 8761</td>
</tr>
<tr>
<td>19</td>
<td>BGC Trust University Bangladesh</td>
<td>2002</td>
<td>1000 2554 6608 7458 8223 8810</td>
</tr>
<tr>
<td>20</td>
<td>Sylhet International University</td>
<td>2002</td>
<td>5030 7105 8025 8553 14228 16030</td>
</tr>
</tbody>
</table>

Table-2.4
Growth of Private Universities in Bangladesh
The state of university libraries in Bangladesh is a bit satisfactory as compared to other types of libraries but this does not mean that they are meeting the required standards or that they are participating in the universities educational and research programmes satisfactory (Hakim, 2001:158).
2.5.2.1 Role of UGC for Development of University Libraries in Bangladesh

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.

The UGC is the apex and statutory body of the universities of Bangladesh including the private universities. The primary objectives of instituting the UGC were to promote and coordinate university education; monitor, and maintain standard of university education; assess the needs in terms of funding for the public universities; and advise the Government on various issues related to the universities. The arrangement was also designed to safeguard the autonomous character of the universities.

Library development is needed to make for effectively strengthen the higher education. Higher education could not be achieved without use and having a rich library. To build knowledge based society and skilled human resources UGC recommended for implementing the following steps to develop the university libraries: (UGC, 2005:133)

a. to build UGC’s library as a Central Reference Library, aiming to provide Inter-library cooperation and resource sharing among university libraries of Bangladesh;

b. to provide E-Union catalog and Networking services among university libraries;

c. to establish a consortium for building E-Journals resources among university libraries;

d. to increase the budget and arrange training program for developing skilled human resources for the university libraries;
Bangladesh University Grants Commission (UGC) would like aggressive invigoration of the ICT infrastructure of the universities of Bangladesh befitting to the 21st century and to provide access to the latest ICT tool of education to all students, faculty members and researchers in Bangladesh as per the suggestion of the latest higher education policy. To implement this policy UGC took several initiatives in the recent years. Few of them are as follows:

2.5.2.1.1 Union Catalogue

In 1984, a project was undertaken by UGC Bangladesh to prepare a centralized union catalogue for public university libraries, (Alam, 2004:2) aiming that, all university libraries would be linked together to establish effective interlibrary cooperation program for strengthening the higher education. However, this program was not been implemented, an eminent chartered librarian and author Mr. Fazlul Alam (2004:2) explored the cause as below:

“At the time the hardware technology for preparing a computerized catalogue was not fully available in Bangladesh, nor there any suitable library software. A manually prepared and maintained union catalogue would need huge manpower, and the benefit would not have been great because manually prepared union catalogue would have to sit only on one premise of the participating libraries”

The above note could not make clear the causes of failure of the said projects, it can be concluded that the project planner could not complete the prior feasibility study of the project.
2.5.2.1.2 Consortium for E-Journal Resources

UGC took another initiative to develop a consortium for building E-Journal resources. The aim of this initiative was to collect more journal titles for university libraries and providing better services through Inter-University resource sharing program. But due to lack of adequate fund this program also could not be implemented. Awwal (2005) stated that since, 1980s' there have been several attempts by UGC to unify the library catalogue systems and to arrange some form of cooperative journal subscription.

2.5.2.1.3 University Resource Centre

In 1990, a University Resource Centre (URC) project has been undertaken by the Bangladesh University Grants Commission. The objectives were to: (Alam, 2004:5)

- collect and maintain a collection of resources journals related to higher education towards enhancing the standard of higher education and research,
- prepare a computer network among the libraries for resource sharing,
- act as a central clearing agent for inter-university library resources,
- prepare and publish subject bibliographies on higher education, journal index and library bulletins.
2.5.2.1.4 Bangladesh Education and Research Network (BERNET)

Back in 1997, UGC took another initiative named Bangladesh Education and Research Network abbreviated as BERNET under the URC (University Resource Center) to connect the universities of the country to the world information flow (Khan, 2006:7). The BERNET planned to serve the following services as:

- The BERNET provides on-line & off-line Internet service for the universities;
- The BERNET maintains a web site providing information of UGC and other Universities;
- The BERNET will create and maintain on-line & off-line database services for books, research journals, a list of university personnel with their field of expertise, academic curricula offered by the universities and other relevant information;
- The BERNET will be developed further to act as Internet Service Provider (ISP) for the universities and to have the responsibility of the Internet country code (bd.). All the public universities will be linked up to the BERNET at Agargaon, Dhaka, through dial-up telephone line connections or radio-DDN links. The BERNET will provide following services to the participating universities:
  - Database services;

Moreover, BERNET was considered as an important component of the URC activities. BERNET recommended providing Internet services to the public universities, open up a database for all to use, and maintain a UGC website.
2.5.2.1.5 Bangladesh Digital Library Consortium and Bangladesh Research and Education Network (BdREN)

Dr. Javed I. Khan has submitted a proposal to UGC to build a Digital Library Consortium and Bangladesh Research and Education Network (BdREN) among university libraries.

Already UGC arranged a meeting to view exchange with the university librarians and IT professionals on 8 January 2006. The aim of this initiative was to create a high-speed state-of-the-art Research and Education Network (REN) and a flagship Digital Library (DL) consortium for all public and private universities and research institutions of Bangladesh.

A meeting was held on 8 January 2006 to form a University Library Consortium, where the UGC Library was a central node. That meeting recommended:

- UGC approved that UGC will be the Apex Body to build Research and Education Network (REN).

- UGC requests all university libraries of Bangladesh to send statement of Intent to join this consortium (UGC, Invitation letter, 2006).

The draft proposal of REN stated that, "the initial membership can be comprised of all public and private universities, willing research organizations, and UGC and perhaps can be called the "founding hundred". Its main operation may be run by establishing one Network Operation Center (NOC) and a set of National Service Centers (NSC) (Khan, 2006:10).

Another part of this project Digital Library Consortium is a copartner of REN to help the partner libraries. To assess the needs and the views of university libraries (Public and Private) a questionnaire was sent to the university libraries at the end of the 2007 (UGC, 2007:22). The title of this study was "Scenario of Digital Library and
Services of Bangladesh: views of library and Information Scientists" and the report is yet to be published.

It is decided that, all the web site of university libraries will be linked with the UGC’s web site (UGC, 2007:142). Mention may be made that, links of the university library is not much significant, but the UGC’s site may be used as a gateway of all the university libraries of Bangladesh.

UGC stated that (UGC, 2009:12) “this project will support a high performance Information and Communication Technology network providing connectivity among education and research institutions in both public and private sectors to enable academics, scientists and researchers engaged in higher education and research to communicate with their peers within the country”. This is under consideration for implementation. No visual progress has seen than that of meeting and survey. It is now in the embryonic state.

2.5.2.1.6 E-Library Services

A proposed project named Effecting e-Library Services within Higher Educational Institutions in Bangladesh has been under consideration of UGC since 2007. Proposed cost of the project is BDT 84,140,000.00 (US$ 1,202,000.00) (UGC, Records). The aims of this project are:

- elaborate the concept of e-library,
- state implication and relevance of e-library to traditional and digital library system,
- elaborate its importance in improving teaching-learning and in research in the Higher Education sector of Bangladesh,
- detail technical professional ways to build e-library,
- offer the reason for a feasibility study,
to determine possible outputs and activities of a pilot e-library projects,

Submit budget for a pilot e-library that should pave ways for a full system.

It is hard to distinguish between DLC & REN and e-Library Services project.

2.5.2.1.7 Consortium of University and Research Libraries in Bangladesh (CURLB)

An initiative named CURLB was taken by UGC to make a bond between research and university libraries in Bangladesh, but the result could not be seen. To run this project UGC took initiative on February 2006 based on the 3rd recommendation of 10th meeting of Library Management Committee of Bangladesh University Grants Commission, a sub-committee was comprised to build a “Consortium for collecting E-Journal”. This committee would review the matter first and after that would take strategic plan for implementation in consultation with the few librarians of private and public universities (UGC, Official letter, 2006). To establish this consortium a 5 member committee (Deputy Director, Library and Publication, UGC along with another 3 private university librarians) submitted a concept paper on April 2006. In this concept paper that Committee mentioned that,

‘Consortium is regarded as an effective strategy to increase the buying power of individual libraries over the short term and as an opportunity to maximize the opportunities for cooperative collection building and resource sharing over the long term. This consortium will cover the libraries of public and private universities and research organizations which intend to expand the activities related to scholarly information exchange and contribute for the development of higher education and research in Bangladesh. This consortium will expedite the formation of a national Digital Library and national Research & Education Network in Bangladesh’ (UGC, Concept paper).
To accelerate UGC’s role regarding the planning and development of university libraries, eminent library personnel and organization provides their proposal to UGC. Dr. Fazlul Alam, Executive Director, Bangladesh Research and Development Association (BRADA) proposed following proposals to UGC:


- A Computer Based Union Catalogue (CUBC) of Public University Libraries for browsing information on Internet about resources held at the public university libraries (Alam, 2004).


Furthermore, to develop the present situation of university libraries in Bangladesh and make awareness the recent library development in the other parts of the world, UGC arranged “views exchange” meeting with library and IT professionals. On 09 January 2008 UGC arranged a “views exchange” meeting regarding “Future University and E-libraries” for librarian and IT faculty of public and private universities of Bangladesh (UGC, Invitation letter, 2007).
2.6 Conclusion

The role of universities has changed considerably. Universities are meant to bring forth new ideas and knowledge through comprehensive research. The impact of the research in any university is very much dependent on the library services and the availability of documents. Hossain (1985:190) cited the Report of the Scientific Commission of Pakistan that, 'the universities are the only institutions which can provide a team of scientist for the various educational, scientific and industrial organization, it is necessary that the research side of the universities be developed to the utmost and topmost priority be given to the establishment of well-equipped laboratories, libraries...'.

The overall position of universities of Bangladesh may not be at per in global ranking. In Indian Sub-continental ranking only five Bangladeshi universities (two public and three private) have taken position on the list of 100 top universities of this sub-continent. These are- Bangladesh University of Engineering and Technology (BUET) is ranked 24th, Dhaka University 56th, East West University 64th, Ahsanullah University of Science and Technology 69th, and North South University 92nd on the list. (Debnath, 2008:16).

After the end of Colonial period and after achieving the independence no such mentionable development has occurred in the field of libraries and librarianships in Bangladesh. Hossain (1985:286) stated that “although library development planning from 1947 to 1971 was full of lapses, deficiencies, inconsistencies and incoherence, it must be admitted that it was the period in which the spirit of library development was created and generated for the first time in the history of library development in this part of the world.”
However, the observation shows that, after launching the private university systems in Bangladesh, the university library systems are changing in a rapid pace, but the speed of development is till in an embryonic stage, but encouraging.

Bangladesh University Grants Commission (UGC), as an apex body of higher education may play an active role regarding the development of libraries. Simultaneously, the professionals and the authorities of the universities may play a great role to plan their information services through libraries. The development of the education and research systems may develop the library systems in university levels. There is no way to lag behind, when the era is called a "knowledge based society". Globalization, ICT and knowledge flow may help Bangladeshi University Libraries to think to develop themselves as per needs of the time.

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