

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

April 2021

Collection Development and Management in the University Libraries of Pakistan

Ghalib Khan Dr.

Department of Library & Information Science, Khushal Khan Khattak University, Karak,
ghalibkhan1@yahoo.com

Rubina Bhatti Dr.

Department of Library and Information Science, The Islamia University of Bahawalpur,
dr.rubinatariq@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

Khan, Ghalib Dr. and Bhatti, Rubina Dr., "Collection Development and Management in the University Libraries of Pakistan" (2021). *Library Philosophy and Practice (e-journal)*. 5276.
<https://digitalcommons.unl.edu/libphilprac/5276>

Collection Development and Management in the University Libraries of Pakistan
Dr. Ghalib Khan
Dr. Rubina Bhatti

Abstract

This study was an attempt to investigate the collection development and management activities in the university libraries of Khyber Pakhtunkhwa (KPK), Pakistan. Survey method was employed to conduct the research. The study covered all those well-established public and private sector universities of the province which were chartered by the Government of KPK, and recognized by Higher Education Commission (HEC) till December 31st, 2015. Based on this criterion 17 public and 9 private sector universities were selected (Public= 17 and Private = 9, Total 26 universities). The population of this study were the professional librarians working in the central libraries of both public and private sector universities of KPK. Data were collected through a structured questionnaire from the target population. The study found that all public and private sector universities develop and manage their collections according to requirements of the patron community.

Keywords: Collection Development, University Libraries, Khyber Pakhtunkhwa, Pakistan
Introduction

The objectives of university libraries are to support the academic programs of the university by providing relevant information to the user community to fulfil institutional mission and to achieve academic excellence (Nkamnebe, Udem & Nkamnebe, 2014). Organized library services, effective collection development and users' satisfaction are the main indicators on the basis of which a library is recognized as the central organ and a core agency of the university. Ineffective library services and building collections which fail to satisfy the academic and research needs of the users would be a futile exercise. Organized library services and adequate library collection are therefore the most important determinants for the effective functions of any university library in meeting the information needs of the user community (Khan & Bhatti, 2020). Users' satisfaction is mostly influenced by the collections of library (Sivathaasan, 2013). If collections of library are up to the mark then users will be satisfied (Khan & Bhatti, 2020). Therefore, academic libraries within the universities maintain huge collections of information resources and manage them according to the satisfaction of the users (Rupak & Shalini, 2012).

Effective collection development is the most important factor for library quality and the most expensive aspects of library operations (Adams and Noel, 2008). Collection development is a process of planning and building a useful and balanced collection of library materials over a period of years, based on an on-going assessment of the information needs of the library's clientele, analysis of usage statistics, and demographic projections, normally constrained by budgetary limitations (Reitz, 2013). It is a universal process for libraries and information centres which comprises of six major components, community analysis, selection policies, selection, acquisition, de-selection, and evaluation (Evans & Saponaro, 2012). Johnson (2018) includes selecting materials, collection development policy, collection maintenance, budget, users' needs assessment, and collection assessment to the process of collection development.

Collection development and management has gained much importance in the current information society. Economic changes, high rate of book production, journals and other media, their rising costs, and the developing Information and Communication Technologies (ICT) sector have transformed collection development and management to ensure access to information

needed by the users. A stage of development has been reached where information can be accessed by a larger number of users in electronic and digital format. In spite of the fact that there still exist large repositories of printed information resources, collections of electronic and digital resources are increasing daily in the information market. The applications of ICT and use of web technologies have brought about a revolutionary change in the library's landscape (Khan, 2015), bringing a paradigm shift from print to digital. The changing scenarios have made librarians' roles more challenging and diversifying and forced them to think over collection development and management activities in the university libraries. Therefore, effective planning for collection development and management in the university libraries is indispensable.

The Pakistani Perspective of Collection Development and Management

Pakistan is a developing, multi-ethnic and multi-linguistic South Asian State. Modern library services began in Pakistan in 1915 with the arrival of American librarian, Asa Don Dickinson. His mission was to organize university library and to teach modern library methods to the librarians of Punjab (Haider, 2007a). Initially, the growth of universities and their libraries in Pakistan had been very slow, but since the dawn of the twenty-first century the growth rate has improved (Ameen, 2012). Currently, the total number of HEC recognized universities and degree awarding institutions have reached to 188 (www.hec.gov.pk) which was 132 in 2010 (Khan, 2015).

Many attempts have been made to investigate the status of university libraries with respect to services, collection and other issues. However, these studies found a gloomy picture of university libraries in Pakistan. The studies of Khan (2015) and Khan and Bhatti (2020) found that collection development and management policies and procedure in the university libraries of Pakistan are ineffective in fulfilling users' need effectively. Akhtar (2007) noted that due to multiplicity of problems university libraries are unable to meet users' needs effectively. Mehmood, Hameed and Haider (2006) observed that such problems include financial, corruption, economic and political instability, declining value of Pakistani currency and its ever declining buying power at international market making it more difficult to acquire foreign material, improper planning and lack of proper attention towards them at national and provincial level.

Compared to other type of libraries, university libraries in Pakistan are better placed with resources, organization and staff strength (Ameen, 2012). However, presently there exists a stagnation and decline in university libraries due to various factors including collection development and management. The study of Khan (2015) noted various challenges in the collection development activities of university libraries in Pakistan. These problem included dwindling budgets, absence of standards, absence of Collection Development Polices (CDPs), lack of assessments of users and collection, the fast growth of electronic resources, application of ICTs, inactive role of library association in the formulation of standards, absence of consortial plans and alternative plans are the most common to mention. The review of local literature shows that university libraries in Pakistan develop their collection in isolation, mostly comprising books and journals. In comparison to other type of libraries they are better stocked and meet the minimum standards of materials resources (Khan, 2015; Rafiq & Ameen, 2013).

The participatory role of library professional in the process of collection development is low. On the other hand faculty has a major role in the collection development of library materials (Khan and Bhatti, 2015). This might indicate that librarians have surrendered their rights to faculty and has confined themselves to the order work only (Khan, 2015). This situation has been

creating a wide variation in the collection development process of university libraries in Pakistan (Ameen & Haider, 2007b, 2007b, 2007c).

In Pakistan, acquisitions offer the widest spectrum of problems (Haider, 2007a). To support instruction and research 90% of books and other reading materials are imported from America and United Kingdom (Ameen, 2004). Furthermore, the nature of acquiring library materials is collection-centred instead of users-centred. The patron input is not obtained in the collection development process. The print resources are out-dated while journals and magazines are received as gift or under exchange programs (Khan, 2015). The standard ratio of book per student is far less than it should be. Moreover, foreign exchange rates have also been among the biggest issues in the purchase of foreign books and journals (Rehman & Ahmad, 2007). Subscriptions to online resources provide only access rather than ownership (Ameen, 2004). The libraries remain empty handed after the subscription in over (Haider, 2003). However, Bhatti, Chohan and Asghar (2014) observed that after the establishment of HEC Digital Library in 2004 the issue of collection development in respect of electronic has been controlled by HEC. The electronic resources of HEC Digital Library are available free of cost to the universities and institutes of higher learning in Pakistan (Said, 2006) which help them to access the required information without subscription.

Haider (2007b) while studying library scenario and management problems in Pakistan, mentioned that university libraries in Pakistan are better placed with resources, organization, and staff but shrinking budgets and rising inflation have affected its growth and services. He further noticed that the acquisitions environment is impeded by a weak national infrastructure which includes non-existence of CDPs, absence of set patterns for book selection and procurement, inadequate budget allocation, absence of book selection tools, recession in the economy, indeterminate import policy and restrictions, trade embargoes, hurdles at customs clearance; and dearth of competent acquisition staff. He proposed that these problems could be minimized through the formulation of a universal CDP, developed by the large university libraries in consultation with the library committees and academic staff associations. The study of Khan and Bhatti, (2015) also suggested that library and information science professionals should develop CDPs in consultation with faculty and university administration to provide clarity and consistency in their collection development strategies, internal workflows and external communication.

Ameen and Haider (2007a) found that the fundamental challenges regarding collection development and management procedures in Pakistan, are; handling the hybrid character of collections, service to users, and training of collection management staff, collection evaluation, resource sharing and preservation. The study concluded that in the evolving paradigm the process of collection development and management is complex, multidimensional and very challenging for the university libraries of Pakistan. Similarly, Ameen (2008b) while studying barriers in collection sharing among the university libraries of Pakistan found technical, procedural, and psychological barriers in developing formal collection sharing and suggested a protocol at local and national levels.

The findings of the study of Khan (2015) indicated that there exist a stagnation and decline in university libraries due to recession in the national economy. This has placed an impact on the collection development activities of university libraries. The declining value of Pakistani currency and its ever declining buying power at international market has made it more difficult to acquire foreign materials.

Ameen (2004) also observed that philosophy underlying collection development and management in the university libraries of Pakistan has expanded through ages due to various social and technological factors. Therefore, collection development and management activities in the university libraries of Pakistan need to be examined regularly.

The study in hand tends to explore collection development and management activities in the university libraries of KPK province, Pakistan. The key problem and question addressed in the study is;

- To examine the collection development and management activities in the university libraries of Khyber Pakhtunkhwa, Pakistan.

Research Methodology

To obtain the objective of the study, library professionals working in the central libraries of the universities of KPK was approached to know how they develop their collections to fulfil the learning, academic and research related needs of patron community. This objective was obtained through a survey design. The study included well-established public and private sector universities of the province which were chartered by the Government of KPK and recognized by HEC, and established till 31st December, 2015. Based on this criterion 26 [17 public and 9 private sector] universities were selected (Appendix A). The population of this study were the professional librarians working in the central libraries of both the public and private sector universities of KPK. Data were collected from the target population through a structured questionnaire.

Various sections of data collection tool included information on demographic profile of the institutions, assessing users' needs, purpose of users' need assessment, collection development and management policies, selection of library materials, selection team and responsibility of selection, acquisition of library material, methods of acquisition, acquisition of foreign materials, weeding of library materials, factors of weeding, assessment and evaluation of collection, and evaluation of electronic resources.

Data Analysis and Interpretation

Demographic Profile

a. The Establishment of Universities in Khyber Pakhtunkhwa

Majority of the respondents provided information about the year of establishment of universities. However, five each from public and private sector did not mention the year of establishment of their universities. This gap was bridged up by getting the relevant information from their respective institutional websites and annual reports.

The data show that University of Peshawar is the oldest public sector university of the province, the first in Pakistan, established after the partition in 1950 and is generally known as "mother of all universities" in the KPK, followed by Gomal University Dera Ismail Khan, University of Engineering and Technology, Peshawar, and Khyber Pakhtunkhwa Agricultural University, Peshawar (previously NWFP Agriculture University), established in 1974, 1980 and 1995 respectively.

In private sector, CECOS University of Information Technology & Emerging Sciences, Peshawar is the oldest university which was established in 1986, followed by Gandhara University, Peshawar and Preston University, Kohat, established in 1995 and 1996 respectively.

During the post-independence forty eight years period (1947 to 1995); only four universities were established in the public sector, whereas one university was established in the

private sector. After independence in 1947 till 1995, the total number of universities in KPK, both in public and private sectors were five. However, the era of 2000 and onwards saw an unprecedented growth of universities in KPK. The number of universities which were 5 in 1995 reached 26 in 2012 with the establishment of 13 universities in public and 8 in the private sectors. This also shows that the number of public and private sector universities in KPK grew from 4 to 17 and 1 to 9 respectively. Currently there are 28 public and 10 private sector universities and degree awarding institutions in KPK (www.hec.gov.pk) (Appendix A)

b. Collection Development in Major Disciplines

This question was added with the purpose to find out major disciplines in which university libraries of the province develop their collections. The following table (1) illustrates that major areas of collection development in most of the universities (21, 81%) are Social (Public=15, 88% and Private = 6, 67%), Management and Information Sciences (Public =14, 82% and Private = 7, 78%) followed by Islamic and Oriental Sciences (Public =14, 82% and Private = 5, 56%) and Arts and Humanities (Public =12, 71% and Private = 6, 67%) respectively.

Collection development in the areas of pure, applied and life sciences i.e. Agriculture, Medical, Engineering and Life and Environmental Sciences comparatively show low figures. However, it was noted that the number of universities specifically dealing with Engineering, Medical and Agriculture Sciences are small in the province. Due to economic and academic factors, most of the public and privates sector universities have started these subjects parallel to other disciplines. Collection development in these subjects has yet to grow with the passage of time. Those universities which are specifically dealing with pure science, applied and life sciences, allocate maximum budget for collection development in their libraries. Other universities offering special subjects other than their specific disciplines do allocate budget for collection development to fulfil their students and faculty's educational, academic and research demands. However, the allocated budget for special subjects are little and sometimes insufficient.

Another reason might be that books including text, general and reference offered in pure, applied and life sciences are mostly written by foreign authors and their rates are either in Dollars, Pounds or Euros etc. which not only fall beyond the budget limits of local libraries but in case of their unavailability at local markets, create problems in their acquisition from abroad. This is how collection development in these areas is small in proportionate.

Table 1: *Frequency Distribution of the Major Disciplines Covered in the Universities (N=26)*

S.No	Disciplines Covered	Sector					
		Public (N=17)		Private (N=9)		Aggregate	
		N	%	N	%	N	%
1.	Arts and Humanities	12	70.6	6	66.7	18	69
2.	Islamic and Oriental Studies	14	82.4	5	55.6	19	73
3.	Numerical and Physical Sciences	12	70.6	5	55.6	17	65
4.	Life and Environmental Sciences	9	52.9	4	44.4	13	50
5.	Management and Information Sciences	14	82.4	7	77.8	21	81
6.	Social Sciences	15	88.2	6	66.7	21	81
7.	Medical Sciences	7	41.2	4	44.4	11	42
8.	Engineering Sciences	6	35.3	6	66.7	12	46

9. Agricultural Sciences	7	41.2	3	33.3	10	38
--------------------------	---	------	---	------	----	----

Note: Multiple options were permitted

1. Assessing Users' Needs

Any university library that aims to satisfy the information needs of user community must take great care with the development and management of its collection. How do library professionals know about the needs of their users' community is a question which bears a central position in the successful collection development process (Gregory, 2011). Library professionals do users' needs assessments for different purposes including collection development and management, improving different library services, for building arrangements and different library administrative purposes.

To assess users' needs of the academic community; library professionals' apply a variety of methods including surveys, study of syllabus, knowledge of teachers and researchers filed of specializations, current research projects in the universities, circulation statistics and interlibrary loans requests. In order to build an effective collection many library professionals also hold discussions with heads/chairperson and students representatives.

Information professionals reported that discussions with the heads of the departments and chairpersons were among the prime methods employed for assessing users' needs. Results of chi square ($\chi^2=1.762$, sig=.208) show that this method of users' needs assessment is significantly high in the public 15 (88%) and private 6(67%) sector university of KPK.

During informal discussions with the library professionals most of them pointed out that faculty member are specialists in their subject areas and they know well about their students' needs in a specific area. Therefore, a large portion of collection is built on the recommendation of the teachers. This too reflects major participation of faculty in the process of books selection and acquisition.

Study of syllabus 14(6%), faculty and researchers' field of specialization 6(35%) and discussions with the students' representative 6(35%) were the next most popular methods of assessing users' needs in the public sector universities. Similarly, these methods are equally common in the private sector universities as well (Table 2).

The data also illustrate a complete absence of coordination among the university libraries within and across sectors. No university mentioned interlibrary loan requests in their methods of users' needs assessment. This shows isolated process of collection building in the university libraries of KPK.

The data in Table 3 presents that users' needs assessments methods in the universities of KPK are employed for different purposes i.e. collection development and management, improving different library services, library building arrangements and administrative purposes. It was noted that more than 80% (21) universities use assessment techniques for collection development and management purposes followed by improving different library services 62%. It was also noted that universities often do users' needs assessments for administrative purposes and library building arrangements as well.

Table 2: *Methods Employed for Assessing Users' Needs*

S.No	Methods	Sector						Chi Square & Sig
		Public (N=17)		Private (N=9)		Aggregate		
		N	%	N	%	N	%	
1.	Conduct surveys	2	12	3	33	5	19	($\chi^2=1.762$, sig=.184)

2.	Consult syllabus	14	66	4	44	18	69	($\chi^2=.990$, sig=.320)
3.	Study of faculty and research scholars' field of specializations	6	35	4	44	10	38	($\chi^2=.208$, sig=.648)
4.	Study of on-going research projects	2	12	2	22	4	15	($\chi^2=.492$, sig=.431)
5.	Circulation statistics	3	18	3	33	6	23	($\chi^2=.816$, sig=.332)
6.	Interlibrary loan requests	0	0	0	0	0	0	($\chi^2=0$, sig=0)
7.	Discussions with the HoDs/Chairpersons	15	88	6	67	21	80	($\chi^2=1.762$, sig=.208)
8.	Discussions with students' representatives	6	35	2	22	8	31	($\chi^2=.472$, sig=.413)

Note: Multiple options were permitted (Level of confidence=95%)

Table 3: *Purpose of Users' Needs Assessment*

S.No	Purpose	Sector					
		Public (N=17)		Private (N=9)		Aggregate	
		N	%	N	%	N	%
1.	For collection development and management	13	77	8	89	21	81
2.	For improving different library services	12	71	4	44	16	62
3.	For library building arrangements	3	18	2	22	5	19
4.	For library administrative purposes	4	24	3	33	7	27

Note: Multiple options were permitted

2. Collection Development and Management Policies

The literature depicts that collection development and management policies help serve as a blueprint for the operations of libraries. Collection development and management policies inform the administrators, library professionals, teaching and students communities about the role of library in supporting the institutional missions and objectives. Most importantly it provides a course of action to the librarians and guides the process of selection, acquisition, funds allocation for various subjects/heads, and weeding.

Looking to the importance of collection development and management policies libraries were asked to provide information about their collection development and management policies. Libraries with formal written collection development and management policies were also requested to provide a copy of their collection development and management policies.

The data analysis shows a complete absence of collection development and management policies in the university libraries of KPK. Only one university in the public sector "Shaheed Benazir Bhutto University" previously known as "Frontier women university, Peshawar" mentioned the presence of a written collection development and management policy. It was observed by the principal researcher during his visit that this university was formerly working as Girls College under the Higher Education Department (HED) Government of KPK which was

declared university in 2005. The rules specified and framed by HED for purchasing books and other reading materials for college libraries and annual budget allocation were still in use. This means that “Shaheed Benazir Bhutto University” was running the businesses of library affairs on the adopted rules of HED, and they have not yet developed their independent collection development and management policies.

It was also observed that in the absence of formal written collection development and management policies most university libraries had some type of documents containing independent random procedures for selection, acquisition, and other library activities.

Table 4: *Formal Written Policies for Collection Development and Management*

S.No	Collection Development and Management Policies	Sector					
		Public (N=17)		Private (N=9)		Aggregate	
		N	%	N	%	N	%
1.	Yes	1	35.3	0	22.2	1	4
2.	No	16	64.7	9	77.8	25	96
Total		17		9		26	

3. Selection of Library Materials

The responsibility of selecting library materials is considered vital in the process of collection development and management in the university libraries. The literature on “who shall have the authority to select library materials” is grouped into two camps. One group believes that librarians carry the final responsibility for selection of materials and the other considers faculty members. However, it is generally believed that library professionals working in close relationship with the faculty members are in best position to build a relevant collection according to the information needs of the users’ community.

Regarding the methods of selection Table 5 shows that the results of “departments select materials according to their needs and submit lists to the central library, ($\chi^2=3.172$, sig=.075)” are significantly different. This indicates that in most 12(46%) of the universities different departments select their required materials and submit the lists of selected materials to the central library for acquisition. The selection of materials through concerned university purchase committees are made by 31% universities. Moreover, the data about selection of library materials by library committees and independent purchases by the central libraries’ according to the allocated budget received 23% and 11% scores respectively.

The analyses indicate centralized selection procedures in the public and private sector universities of KPK with faculty’s influence on the overall processes of selection of materials.

A sound selection process requires coordinated efforts of selection team, designated for the task. However, data in Table 6 reveals that 54% universities do not have selection teams. In the absence of selection teams, there is an apprehension that a balanced and quality collection development and management would be futile. Moreover, universities libraries are already under severe financial burdens and the absence of selection teams would further stretch the already limited financial resources of university libraries in the province.

The role of senior library professionals in the process of selection of library materials presents a small proportionate. The ratio of participation of junior staff/ assistant librarians is more than double ($\chi^2=4.350$, sig=.037) followed by deputy librarians (15.3%). It was also noted

that in 27% cases the universities' administrations including Registrar, Deputy Registrar and the Vice Chancellor take charge of everything and the professional librarians are not given participation in the process of selection (Table 7).

The findings from the analyses and interpretation of quantitative data regarding selection procedures in the university libraries of KPK show that "librarians' roles are more of facilitators than decision makers" in the process of selection. Overall analyses show little role of librarians in the selection decision making process which indicates lack of coordination among librarians, faculty members and university administration.

Table 5: *Frequency Distribution of the Process of Selection of Materials in the University Library*

S.No	Process/Methods of Selection	Sector						Chi Square & Sig
		Public (N=17)		Private (N=9)		Aggregate		
		N	%	N	%	N	%	
1.	Through university's Purchase Committees	6	35.3	2	22.2	8	31	($\chi^2=.472$, sig=.492)
2.	Through university's Library Committees	4	23.5	2	22.2	6	23	($\chi^2=.060$, sig=.940)
3.	Independent purchase by the central library according to the allocated budget	2	11.8	1	11.1	3	11.5	($\chi^2=.002$, sig=.960)
4.	Departments select materials according to their needs and submit lists to the central library	10	58.8	2	22.2	12	46.1	($\chi^2=3.172$, sig=.075)

Note: Multiple options were permitted (Level of confidence=95%)

Table 6: *Frequency Distribution of Designated Staffs involved in the Process of Selection of Materials*

S.No	Selection Team	Sector					
		Public		Private		Aggregate	
		N	%	N	%	N	%
1.	Yes	6	35.3	6	66.6	12	46.1
2.	No	11	64.7	3	33.3	14	54
Total		17		9		26	

Table 7: *Frequency Distribution of Main Responsibility of Participation in the Process of Selection*

S.No	Staff	Sector						Chi Square & Sig
		Public		Private		Aggregate		
		N	%	N	%	N	%	
1.	Chief Librarian	4	23.5	4	44.4	8	31	($\chi^2=1.208$, sig=.272)
2.	Deputy Chief Librarian	1	5.9	3	33.3	4	15.3	($\chi^2=3.406$,

3.	Assistant Librarian (nominated and delegated the power to participate)	9	52.9	1	11.1	10	38.4	sig=.065) ($\chi^2=4.350$, sig=.037)
4.	Registrar, Vice Chancellor, Administrators etc.	5	29.	2	22.2	7	27	($\chi^2=.155$, sig=.694)

Note: Multiple options were permitted (Level of confidence=95%)

4. Acquisition of Library Materials

In Pakistan, to support teaching and research, most of the library materials are acquired from abroad, mostly from USA and UK (Ameen, 2004). Local literature depicts that the acquisitions environment is obstructed by many factors including insufficient number of reputed book sellers in the country, undersupplied foreign current academic and research stocks in the market, poor number of local publications to meet educational needs, difficulties in the acquisition of government publications and research reports, lack of funds, problems of exchange rate, economic recession, insufficient budget allocation for university libraries, attempts by booksellers to supply old books at new prices, non-cooperation from local vendors, delayed supply of foreign books, lack of trust toward librarians and lack of delegation of authority for making acquisition decisions, lack of books in indigenous languages, and exorbitant costs of imported materials. The current study attempted to investigate these problems and to know about the methods of acquiring foreign and local materials.

The data provided by libraries show that most of the materials are acquired through purchase from local books sellers 23(88.4%) followed by gifts and donations. Two public sector universities also mentioned the acquisition of materials through exchange programs. However, it was observed during principal researcher's personal visits that this program was only limited to the exchange of institutional journals, magazines and not to books and other reading materials.

The data in Table 9 also illustrate that 58% of the libraries in both sectors place orders through books supplying agencies to acquire local materials from markets. Visiting bookshops also appeared a common method of selecting books and other reading materials, mentioned by 50% respondents. Eleven respondents mentioned that book fairs/exhibitions also help in the selecting library materials.

Table 8: *Frequency Distribution of Methods Used for Acquiring Materials*

S.No	Methods	Sector					
		Public (N=17)		Private (N=9)		Aggregate	
		N	%	N	%	N	%
1.	Purchases	17	100	9	100	26	100
2.	Gifts and donations	14	82	4	44	18	69.2
3.	Exchange of Materials	2	12	0	0	2	8

Note: Multiple options were permitted

Table 9: *Frequency Distribution of the Acquisition of Local Materials*

S.No	Methods	Sector					
		Public (N=17)		Private (N=9)		Aggregate	
		N	%	N	%	N	%
1.	From Vendors	8	47.1	3	33.3	11	42.3
2.	From Publishers	5	29.4	2	22.2	7	27
3.	From Booksellers	16	94.1	7	77.8	23	88.4
4.	Orders are placed through book supplying agencies	10	58.8	5	55.5	15	58
5.	Personal visits are made to market	9	52.9	4	44.4	13	50
6.	Through book fairs/exhibitions	9	52.9	2	22.2	11	42.3

Note: Multiple options were permitted

4.1. Acquisition of Foreign Materials

Review of local literature shows that university libraries in Pakistan contain imported material in a larger proportionate than local. Moreover, the boom in education industry created a vast market for text books both for school and post-school levels. Where the primary sector is largely catered to by the local textbook boards but there is a serious dearth of books on professional subjects like medical, engineering or business. This situation has increased demand for foreign books. Due to import limitations the prices of foreign books are totally out of reach of an average Pakistani student. The National Book Foundation was set up in 1972 to reprint and translate foreign titles with the permission of the original publisher (<http://www.nbf.org.pk/>). This was to make the prices affordable and within reach but even this effort was not as successful as expected because most of the reprinted titles were either obsolete or very old editions. This shows that Pakistan lacks adequate infrastructure to support the development of indigenous publishing activities.

Libraries were asked to provide data about the acquisition of foreign materials. It was noted that majority of the public and private sector universities prefer to acquire foreign books and other reading materials from local bookseller and agents. This method is the most convenient way of acquiring foreign books without time lag, issues of foreign exchange, shipment, and custom clearance etc. However, it is the case when foreign materials/books/journals are availability in the local market. In case if the required foreign materials are not available in the local market and cannot be supplied by the local agents then 16 (61.5%) universities reported the acquisition of materials through local book supplying agencies whereas; two universities directly approach the foreign book supplying agencies/booksellers to acquire the needed books and other reading materials.

It becomes apparent from the data in Table 10 that the trend of acquiring foreign books through local booksellers is the most convenient and popular among the universities of KPK. They do not acquire materials directly from the foreign countries. However, in case of urgency, need and unavailability of foreign materials, effort are made to acquire them either through local book supplying agents or directly from the foreign country.

Table 10: *Frequency Distribution of the Acquisition of Foreign materials*

S.No	Methods	Sector					
		Public (N=17)		Private (N=9)		Aggregate	
		N	%	N	%	N	%

	N	%	N	%	N	%
1. Directly from the foreign agency/booksellers	1	5.9	1	5.9	2	8
2. From local Booksellers and agents	14	82.4	12	82.4	26	100
3. Orders are placed through book supplying agencies	8	47.1	8	47.1	16	61.5

Note: Multiple options were permitted

5. Weeding (De-selection)

It is generally believed that every library must be engaged in weeding to keep the collection in good shape for the users. In spite of much advocacy by prominent authors like Zarnoskey and Evan (2012) and Johnson (2018) on the subject, university librarians avoid weeding in order to prevent controversies from faculty and administration. It is evident from the literature that the importance of evaluation of print and electronic resources is gradually taking place in the developing countries. The main reason for this is the accountability of university libraries to their parent institutions.

In response to the question about written policy for weeding, 13 public and 9 private sectors universities responded to this question, 4 did not. Ten (38.4%) universities reported the possession of written weeding policies in their libraries whereas 12 (46.1%) replied in negative.

Table 11: *Frequency Distribution of Written Policies for Weeding in the University Libraries*

S.No	Weeding Policy	Sector					
		Public		Private		Aggregate	
		N	%	N	%	N	%
1.	Yes	8	47.1	2	22.2	10	38.4
2.	No	5	29.4	7	77.8	12	46.1
	Total	13		9		22	

5.1. University Libraries Engaged in Weeding

Out of 26 libraries, 12 (46%) reported weeding at minimal level (Table 12). The rest of university libraries were not involved in weeding. University libraries were also asked to mention the methods they use to determine materials for weeding. Data in Table 13 illustrates that circulation statistics was the most popular and common determinant of indicating materials for weeding. Of 12 university libraries engaged in weeding, 10(83%) collect statistical data about library materials from circulation disks. Determining the age of the items (books and journals) in the collection within the categories (subject groups) was the next most popular method of indicating materials for weeding purpose, reported by 9(73%) university libraries. The study also indicated that for the purpose of weeding library materials, the services of subject experts to conduct shelf observations surveys are acquired by 8(67%) university libraries in KPK following by studying historical data of library materials. Conducting comprehensive surveys to determining library materials for weeding was the less adopted techniques among the university libraries of the province.

Table 12: *Frequency Distribution of University Libraries Engaged in Weeding*

S.No	Carry Out Weeding	Sector					
		Public		Private		Aggregate	
		N	%	N	%	N	%
1.	Yes	8	47	4	44.4	12	46

2. No	9	53	5	55.5	14	54
Total	17		9		26	

Table 13: *Frequency Distribution of Determining Type of Materials for Weeding (N=12)*

S.No	Determining Factors	Sector					
		Public (N=8)		Private (N=4)		Aggregate	
		N	%	N	%	N	%
1.	From Circulation Statistics	8	100	2	50	10	83
2.	Studying historical data of collection	2	25	4	100	6	50
3.	Age of the items in the collection within the categories	7	88	2	50	9	75
4.	Shelf observation by the subject experts	6	75	2	50	8	67
5.	Users' survey	2	25	1	25	3	25
6.	Any other	1	13	0	0	1	8.3

Note: Multiple options were permitted

6. Assessment and Evaluation of the Collection

Assessment and evaluation of the collection is a central component of collection development and management. It is an indicator of the collection of a library that determines the value of available resources and forecasts future demands. The study of library literature show many authors like Gregory, (2011), Zarnosky and Evans, (2005) and Clayton and Gorman, (2002) etc. who recommend periodical assessment of collection in libraries. Because it helps academic libraries to ensure inclusion of the materials most needed for students, faculty and scholars.

Library literature demonstrates numerous methods for the evaluation of traditional and electronic resources. However, those methods which are commonly adopted and locally understood yield effective results. This study on the basis of literature review made effort to collect locally applicable, applied and understood methods of needs assessment. These include; circulation statistics (frequency of usage of particular items), title count (physical verification), age of the items (median age of items in the collection), shelf observation by subject expert in the field, check list, interlibrary loan requests, and user surveys for traditional materials, network analysis, webpage hits and statistics provided by vendors for the assessment of electronic resources.

The result show that of 26 libraries, 16 (62%) carry out assessment and evaluation of their libraries' collection.

6.1. Assessment and Evaluation of Traditional Collection

Data in Table 14 show that in case of traditional materials, most 16 (62%) university libraries assess and evaluate their library collections with the help of circulation statistics followed by physically verifying material through title count, reported by 11(42.3%) libraries. Shelf observation by subject experts was reported by 7(27) libraries followed by four libraries where library holdings are checked against standard bibliographic lists.

It generally appeared that university libraries in KPK carry out assessment and evaluation of traditional collection in some way. Though, the culture of assessment and evaluation of physical collection seem to have less developed in the university libraries. However, there appears to be a tendency of professionals toward the sensitivity of this issue.

Table 14: *Frequency Distribution of Methods Employed for Assessing and Evaluating Physical Library Collections*

S.No	Methods	Sector					
		Public (N=17)		Private (N=9)		Aggregate	
		N	%	N	%	N	%
1	Circulation Statistics	11	65	5	56	16	62
2	Title Count	8	47.1	3	33.3	11	42.3
3	Median age of the items in the collection within the categories	0	0	0	0	0	0
4	Shelf observation by the subject experts	5	29.4	2	22.2	7	27
5	Holding checked against standard bibliographic lists	1	5.9	3	33.3	4	15.3
6	Interlibrary loan requests	0	0	0	0	0	0
7	Users' survey	1	6	0	0	1	4
8	Any other	2	12	0	0	2	8

Note: Multiple options were permitted

6.2. Assessment and Evaluation of Electronic Collection

It was noted that some number of university libraries are engaged in the assessment and evaluation of electronic collection. Data in Table 15 illustrates that 6(23%) university libraries conduct users' surveys followed by 5(19.2%) libraries, conducting network usage analysis. Three (12%) university libraries in the public sector reported obtaining statistical data about the usage of electronic resources from the vendors. Webpages and database hits, searches and printing record were performed by one university for assessing electronic collection.

The analysis of data in Table 14 show dependency of professional librarians on the feedbacks, provided either by users, web and network administrators or vendors respectively. In traditional methods they hold expertise and skills to consider an item's retention in the library stock or otherwise. The assessment of electronic resources seems to be a less developed sector in the university libraries of KPK.

Table 15: *Frequency Distribution of Methods Employed for Assessing Electronic Library Collection*

S.No	Methods	Sector					
		Public		Private		Aggregate	
		N	%	N	%	N	%
1	Users' Surveys	3	17.6	3	33.3	6	23
2	Network usage analysis	1	5.9	4	44.4	5	19.2
3	Web pages and database hits, searches and printing record	1	5.9	0	0	1	4
4	Vendors provide statistics about an electronic source usage	3	17.6	0	0	3	12

Note: Multiple options were permitted

The overall analysis show that the methods of assessment of traditional and electronic resources vary from library to library and university to university and less developed in the university libraries of KPK. Circulation statistic was the valuable evaluation tool of collection in the university libraries which involves looking at the number of times that particular items have been checked out within a given time period. This is perhaps that circulation statistics can inform librarians about the importance of a specific subject area or titles in a particular subject.

Main Findings

The key findings of the study are as under:

- Users' Needs Assessment:
 - The results of the study show that both public and private sector universities assess users' needs for collection development and management by employing a variety of methods including surveys, study of syllabus, knowledge of teachers and researchers' field of specializations, current research projects in the universities, and circulation statistics. In order to build effective collections for users' community 80% of library professionals prefer to hold discussions with heads/chairperson and students representatives.
- Collection Development and Management Policies:
 - The study found a complete absence of collection development and management policies in the university libraries of the province.
- Selection:
 - Results of the study show that university libraries in KPK adopt a variety of methods for the selection of library materials. These methods include selection through purchase committees, centralized selection by the central library and decentralized selection where departmental libraries select materials and send demands to the central libraries for acquisition.
- Acquisition:
 - University libraries in KPK acquire most of the materials through local booksellers and supplying agencies, followed by visiting bookshops and book fairs/exhibitions. The trend of acquiring foreign books and journals through local booksellers was the most convenient and popular among the universities of KPK. The tendency of acquiring foreign materials directly from abroad is low. This is however opted in case of urgency, need and unavailability of required foreign materials in the local market.
- Weeding:
 - Forty six per cent of the university libraries in KPK with large collections conduct weeding at minimal level for the purpose to provide up to date materials to the users, create space, and make room for the new materials.
- Collection Evaluation:
 - It generally appeared that university libraries in KPK carry out assessment and evaluation of traditional and electronic collection in some way. Though, the culture of assessment and evaluation of physical and electronic collection seem to have less developed in the university libraries, however, there appears a tendency of professionals toward the sensitivity of this issue.

References

- Adams, B., & Noel, B. (2008). Circulation statistics in the evaluation of collection development. *Collection Building*, 27(2), 71 – 73. doi: 10.1108/01604950810870227
- Akhtar, M.Z. (2007). University libraries in Pakistan. *Türk Kütüphaneciliği*, 21(3), 372-384. Retrieved from <http://www.tk.org.tr/index.php/TK/article/view/109>

- Ameen, K. (2004). *Philosophy and framework of collection management and its application in university libraries of Pakistan*. (Doctoral Dissertation), Department of Library and Information Science, University of the Punjab, Lahore.
- Ameen, K. (2008a). Perceptions and self-assessment of university librarians regarding Collection Management (CM): a case study of Pakistan. *Collection Building*, 27(4), 167 – 173. Doi: 10.1108/01604950810913733
- Ameen, K. (2008b). Barriers in collection sharing among libraries of Pakistan: University library managers' viewpoint. *Libri*, 18(1), 1 – 11. Retrieved from http://libres.curtin.edu.au/libres18n1/Ameen_Final_rev.pdf
- Ameen, K. (2012). Libraries and impact of information and communication development in Pakistan: An overview. In Ravinda S. Sharma (Ed.) *Libraries in the early 21st century*. (pp.415-424). Berlin/Munich: De Gruyter SAUR.
- Ameen, K., & Haider, S.J. (2007a). Evolving paradigm and challenges of collection management (CM) in university libraries of Pakistan. *Collection Building*, 26(2), 54 – 58. 10.1108/01604950710742086
- Ameen, K., & Haider, S.J. (2007b). Evolving paradigm and challenges of collection management (CM) in university libraries of Pakistan. *Collection Building*, 26(2), 54 – 58. doi: 10.1108/01604950710742086
- Ameen, K., & Haider, S.J. (2007c). Book selection strategies in university libraries of Pakistan: An analysis. *Library Collections, Acquisitions, & Technical Services*, 31, 208–219. 10.1016/j.lcats.2007.11.002
- Bhatti, R., Choahan, T.M., & Asghar, M. B. (2014). HEC Digital Library and Higher Education: Trends and opportunities for faculty members at the Islamia University of Bahawalpur. *Library philosophy and practice (e-journal)*.
- Evans, G. E., & Saponaro, M. Z. (2012). *Collection Management Basics (6th ed.)*. Englewood: Libraries Unlimited.
- Haider, S. J. (2003). Not financial issues alone: moving towards better resource sharing in Pakistan. *The Bottom Line: Managing Library Finances*, 16(2), 55-64. doi: 10.1108/08880450310473126
- Haider, S. J. (2007a). Education for collection management in Pakistan. *Collection Management*, 31(4), 95-107. doi: 10.1300/J105v31n04_07
- Haider, S. J. (2007a). Education for collection management in Pakistan. *Collection Management*, 31(4), 95-107. doi: 10.1300/J105v31n04_07
- Haider, S. J. (2007b). The library scenario and management problems in Pakistani libraries. *Library Administration and Management*, 21(4), 172 – 177. Retrieved from journals.tdl.org/llm/index.php/llm/article/download/1693/973
- Haider, S. J. (2007b). The library scenario and management problems in Pakistani libraries. *Library Administration and Management*, 21(4), 172 – 177. Retrieved from journals.tdl.org/llm/index.php/llm/article/download/1693/973
- Johnson, P. (2018). *Fundamentals of collection development and management (4th ed.)*. Facet Publishing.
- Khan, G. (2015). *Collection Management in the University Libraries: Policies, Procedures and Users' Satisfaction* (Un-published doctoral dissertation), Department of Library & Information Science, The Islamia University of Bahawalpur, Bahawalpur

- Khan, G., & Bhatti, R. (2015). Collection Development Policies and Procedures in the University Libraries of Pakistan: A provincial perspective of Khyber Pakhtunkhwa, *Library and Information Science Journal*, 46(3), 45-54.
- Khan, G., & Bhatti, R. (2020) Collection Development and Management in the University Libraries of Pakistan: A Survey of Users' Satisfaction, *International Information & Library Review*, DOI: 10.1080/10572317.2020.1830739
- Mahmood, K., Hameed. A., & Haider. J. (2006). How library leaders perceive funding dilemma in Pakistani libraries, *Pakistan Library and Information Science Journal*, 2(37), 33-56.
- Nkamnebe, E. C., Udem, O. K., & Nkamnebe, C. B. (2014). Evaluation of the use of university library resources and services by the students of paul university, Awka, Anambra state, Nigeria" (2014). *Library philosophy and practice* (e-journal). Paper 1147, retrieved from <http://digitalcommons.unl.edu/libphilprac/1147>.
- Rafique, M., & Ameen, K. (2013). Digitization capacities of university libraries of Pakistan, *Pakistan Library and Information Science Journal*, 44(3). 3-15.
- Rehman, S., C. & Ahmad, P. (2007). Challenges and opportunities for librarianship in Pakistan. *Pakistan Library and Information Science Journal*, 38(3). 6-15.
- Reitz, J. M. (2013). *Online dictionary of Library and Information Science*. Retrieved from <http://lu.com/odlis/>.
- Rupak, C. & Shalini, W. (2012). Users' satisfaction in terms of library collection in A.C. Joshi Library: a case study of students of Zoology Department. Proceedings of the National conference on Knowledge organization in academic libraries (KOAL-2012), New Delhi, 29 September 2012, pp. 304-308. New Delhi: DPS Publishing House.
- Said, A. (2006). *Accessing electronic information: A study of Pakistan's digital library*. Oxford: INSAP.
- Sivathaasan, N. (2013). Impact of Library Collections on User Satisfaction: A case study. *European Journal of business and management*, 13(5), 141-146

Appendix A

List of Public Sector Universities Recognized by HEC & Chartered by the Government of Khyber Pakhtunkhwa

S. No	Name of Universities	Main Campus Location	Website Address
1.	Abdul Wali Khan University, Mardan	Mardan	www.awkum.edu.pk
2.	Frontier Women University, Peshawar	Peshawar	www.fwu.edu.pk
3.	Gomal University, D.I. Khan	D.I.Khan	www.gu.edu.pk/
4.	Hazara University, Dodhial, Mansehra	Manshera	www.hu.edu.pk/
5.	Islamia College University, Peshawar	Peshawar	www.icp.edu.pk
6.	Khyber Medical University, Peshawar	Peshawar	www.kmu.edu.pk
7.	Kohat University of Science and Technology, Kohat	Kohat	www.kust.edu.pk
8.	Khyber Pakhtunkhwa Agricultural University, Peshawar	Peshawar	www.aup.edu.pk
9.	NWFP University of Engineering, & Technology, Peshawar	Peshawar	www.nwfpuet.edu.pk
10.	Shaheed Benazir Bhutto University, Sheringal, Dir	Dir	www.sbbu.edu.pk
11.	University of Malakand, Chakdara, Dir, Malakand	Malakand	www.uom.edu.pk
12.	University of Peshawar, Peshawar	Peshawar	www.upesh.edu.pk
13.	University of Science & Technology, Bannu	Bannu	www.ustb.edu.pk
14.	University of Swat, Swat	Swat	www.swatuniversity.edu.pk
15.	University of Haripur, Haripur	Haripur	www.uoh.edu.pk
16.	Bacha Khan University Charsadda, Charsadda	Charsadda	www.bkuc.edu.pk
17.	University of Swabi, Swabi	Swabi	www.uoswabi.edu.pk

List of Private Sector Universities Recognized by HEC Chartered by the Government of Khyber Pakhtunkhwa

S. No	Name of Universities	Main Campus Location	Website Address
1.	Abasyn University, Peshawar	Peshawar	www.abasyn.edu.pk
2.	CECOS University of Information Technology & Emerging Sciences, Peshawar	Peshawar	www.cecos.edu.pk
3.	City University of Science and Information Technology, Peshawar	Peshawar	www.cityuniversity.edu.pk
4.	Gandhara University, Peshawar	Peshawar	www.gandhara.edu.pk
5.	Iqra National University, Peshawar	Peshawar	www.iqrapsh.edu.pk
6.	Northern University, Nowshera	Nowshera	www.northern.edu.pk
7.	Preston University, Kohat	Kohat	www.preston.edu.pk
8.	Qurtaba University of Science and Information Technology, D.I. Khan	D.I.Khan	www.qurtuba.edu.pk
9.	Sarhad University of Science and Information Technology, Peshawar	Peshawar	www.suit.edu.pk