

## **Collection Development Practices and Use of Print Books in Academic Libraries of Pakistan**

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**Abstract.** Despite the availability of digital content in abundance, academic libraries still maintain print collections and books. This study aimed at bringing into light the print book collection development practices (mainly focusing on acquisition and selection) in college libraries and use patterns of the print book collection. A quantitative research method following a questionnaire-based survey was used to conduct the study. All thirty-eight public sector women colleges of Lahore were the sample to collect data. Key findings of the study showed that the principal of college was the final authority to finalize selection for purchase. Librarians selected books through teachers' recommendations, publishers' catalog, and by visiting book shops. The majority of the libraries had subject books and a few libraries also added fiction, magazines, and newspapers. Libraries got small budgets and few were still deprived of any grants to buy books. There was a little effort in getting books through donations. Users' need assessment regarding book selection was conducted in the majority of colleges through a suggestion box, reviewing educational programs and subjects being taught. The findings depicted that literature, arts and humanities, and religion books

were the most used books within and outside the walls of college libraries. The study findings imply that there should be a defined collection development policy in the college libraries and budget allocation should be according to that defined policy. Librarians should build book collections that meet the needs as well as refines the taste of the youth. The findings of the study may help policy makers in terms of budget allocation and planning the strategies for developing a collection for librarians.

**Keywords:** Collection development practices; College libraries; Print books; Selection; Acquisition, Use patterns, Pakistan

### **Introduction**

Libraries are part of the "Information Highway" that connect people to the world of knowledge and quench the thirst of information users. Libraries thrive to serve their communities by providing easy access to the desired, acquired, and organized material. Academic libraries are supposed to design their services keeping in view the academic developmental needs of the youth. Therefore, these libraries should have a sound book collection to meet their academic as well as recreational needs to play their part in the healthy growth of the students in those early years of higher education. The process of information organization in libraries begins with collections and collections are created through a process called 'Collection development'. Evans and Saponaro (2012) defined "collection development as a process that identifies strengths and weaknesses of the materials collection of a library in terms of needs of the users and the resources of the community". There is no task in librarianship that requires more time, effort, and intelligence than sound collection development.

Studies have had been conducted to examine collection development practices of university libraries (Adams and Noel, 2008; Chapman, Creaser and Spiller, 2000; Fombad and Mutula, 2003; and Vignau&Meneses, 2005). However, there is a lack of studies about collection development practices of college libraries. There are a few studies from the developing countries on collection development related matters overall and particularly in

the context of academic libraries. In Pakistan, the related available work is on university libraries. Ameen (2007) investigated the selection policies, methods, and procedures of books in university libraries. Khan and Bhatti (2016) explored the factors that influence collection development and collection management in academic libraries. Bashir et al., (2015) explored monograph acquisition in public libraries of Lahore using observation and structured interviews.

College libraries spend most of their library budget on collection building of print books for their utmost consumption and ultimately to fulfill the information needs of users. Lancaster (1993) stated that the objective of analyzing collection use was “to identify strengths and weaknesses in the collection from present use” (p. 51). Studies were conducted to measure the use of library print books. Rose-Wiles and Irwin (2016) stated that “physical book circulation is a traditional but still important aspect of library value and may be positively correlated with academic success” (p. 207). Jabeen, Ameen, and Arshad (2018) examined usage patterns of print books in Punjab University Library using transaction log data of the library OPAC. The findings showed that literature, social sciences, and religious books were mostly checked out by the university community, while Arabic and Persian books have low check outs. Mirza (1996) evaluated the public library services and reported the average daily circulation of print books in five public libraries and revealed that circulation of books varied from library to library. The usage of books also depended on the collection and size of the library.

Nevertheless, there are no empirical studies on the collection development practices and usage of print books in college libraries in the Pakistani scenario. The study will also fill the gap in foreign literature regarding collection development practices of college libraries. The study aims to determine the ways our college libraries are developing print books collection in meeting the needs of their community in the age of free access to digital content in the context of book selection and acquisition. Moreover, it also examines the usage of the print book collection in college libraries.

### **Literature Review**

Collection development reflects the contemplative process of developing library collection. It covers several inclusive activities of a selection of library material, formation of selection policy, needs assessment of actual and potential users, collection and analysis of use studies, budget management, and liaison with other libraries for resource sharing (Johnson, 2014). A review of the related studies indicates that a significant number of studies have been conducted universally to explore the collection development at the university level.

Hunt (2017) studied the collection development in UK university libraries and declared that most of the libraries have developed collection development policies based on the print collection. He further stated that faculty and librarians have close cooperation in selecting book material to upkeep education, scholarship, and research. It is generally accepted that library professionals working in close coordination with faculty are in the best position to build a relevant collection according to the information needs of the users' community (De Stefano, 2001; and Gordon, 2000). Kuo, 2000 in a study found that librarians used various tools for book selection in university libraries including publishers' catalogs, professional book reviews, and professional journals for the selection of books.

Chaputula (2013) studied collection development practices of private university libraries of Malawi and found that both university libraries faced challenges due to lack of sufficient financial sources. Inadequate funding negatively impacted on purchase of print books, print journals, electronic journals, book binding, and repair. Filson (2018) examined similarities and differences of collection development practices of two university central libraries in Ghana. Both university libraries acquired collection through acquisition and donations. The weeding process was irregular due to a lack of funds and suspension of the library acquisition process. University libraries had no collection development policy. They also faced the challenge of lack of funds and therefore were unable to carry out collection development processes.

In 2007, Ameen and Haider explored the book selection strategies in university libraries of Pakistan. The study found that the

librarians heavily depended upon the faculty for book selection. The librarians selected material through publishers' catalogs, subject bibliographies, and by visiting the book seller's shop. The trend of using online sources as selection aids was also increasing. Ameen (2008) also explored the issues of book selection in university libraries of Pakistan. She endorsed that university libraries spent a larger portion of the budget on the acquisition of print books and serials. The booksellers try to sell old books at a new price. Authorities show a lack of trust towards librarians and don't cooperate with them for book selection.

Libraries are built to serve their users' community. The first and foremost duty of any library is to bring needed information to the targeted population. Gregory (2011) states that libraries need assessment surveys to help to build better library collection. Libraries perform this task to accomplish different administrative tasks, and to advance services of the library besides library collection development. Many researchers (Gregory, 2011; Evans and Saponaro, 2012; & Johnson, 2014) emphasized the importance of users' needs assessment survey while acquiring print books. Libraries would not be able to develop book collection without knowing about the needs of the users. However, despite the significance of the users' need assessment survey, it is an ignored area in academic libraries of Pakistan (Khan, 2015; Ameen & Haider 2007).

Various tools have been used in the academic libraries to know about the user's needs and want regarding collection. Khan and Bhatti (2016) stated that "these tools may include the study of the syllabi, scholarly sites and departmental websites, curriculum vitae of academics and researchers, current research projects and grant applications, research reports and even minutes of the academic meetings". Some informal techniques on a daily or yearly basis like suggestion registers and statistical data of issue and return were also used to get the needs of the users' community in Pakistani academic libraries. Khan (2015) professed some of the factors that influence the user's need assessment in the academic libraries of Pakistan that include lack of co-operation from students and faculty as well, lack of funds, policies on acquiring foreign material, raising prices of the books, and allocated budget

to the library is not enough to meet the needs of the users. He found that the bad economy of the libraries was the biggest hindrance in doing need assessment of users.

Libraries collect books not only for the collection building, but they also make sure their maximum utilization to fulfill library users' information needs. Print books have always been the preferred format of reading for students. Many other studies (Payne, 2007; Joint 2008; and Goodwin 2014) also supported this claim that print book usage was higher in academic libraries. Library book circulation is a traditional but important aspect that is directly related to the success of the academic organization (Rose-Wiles and Irwin, 2016).

Adams and Noel (2008) conducted a study in the USA to analyze circulation statistics of books by publisher, publication date, and subject. They found that older books circulated more than recently published titles purchased at the same time. The circulation statistics showed that the mathematics books were mostly circulated and the astronomy books lagged behind all the other subjects. The researcher suggested that the library committee should allocate more budget to the most used books and low budget to the less used material. Rose-Wiles (2013) conducted a study at the Seton Hall University and examined the circulation statistics from 2005 to 2009. He found that the circulation of library material varies from subject to subject. Circulation of the current collection was higher than the older collection. More than one-third of the current collection of science books was circulated mostly than the older science books.

A review of the literature demonstrates that studies were conducted to explore collection development practices of university libraries. However, there is a lack of studies in this regard on college libraries in both local and foreign context. This study uncovers the print book collection development practices among women college libraries and also examines the use patterns of print books.

### **Research Objectives**

The objectives of the study are:

- To investigate acquisition and selection practices of book collection development in women public college libraries;
- To examine the use of print books both check-out and in-house by college students

#### Significance of the Study

Books constitute a significant component of academic libraries generally and college libraries particularly. Youth's book reading behavior has been drastically changing; therefore, it was imperative to study the trends of print book collections in college libraries. The study will fill the gap both in local and foreign literature and findings will be helpful for policy makers and decision makers of college libraries to review their collection development practices and improve their services.

#### Design of the Study

The study followed a quantitative design and the questionnaire-based survey was employed to achieve the objectives of the study. According to Higher Education Department (2019), there was a total of 38 public women colleges in district Lahore. All the public women colleges were the target population of the research study. Quantitative data for this study was collected through 'Questionnaire' and both open-ended and close-ended questions were included. The data was collected from the librarians after the permission of the principal of the respective colleges. The questionnaire was distributed to the librarians by the researcher personally to guide them in case of any ambiguity in the survey questionnaire. Librarians were requested to return the questionnaire within a week. Those college librarians who didn't respond despite two to three follow-ups were contacted again through telephones and six college librarians provided data over the telephone. Thirty-seven librarians responded with a response rate of 97 %.

#### Results of Data Analysis

This section presents the results of data analysis related to the print book collection, professional and para-professional staff, practices of book collection development, and use of print books.

##### An Overview of Book Collection Size and Library Staff

### Print Book Collection

College librarians were asked through an open-ended question to describe the type of their collection (Textbooks, Reference books, all the other books). Thirty librarians out of thirty-seven responded to this question. Table 1 illustrates that most libraries have a textbook collection of upto 0-2000 volumes. Respondents were also asked about their reference book collection and twenty-two responded to this question. Table 1 shows that fourteen out of thirty-seven libraries had print reference collection up to 2000, while three had from 14001 to 16,000 reference books. The other books were related to religion, history, poetry, fiction, literature, and biography. Twenty-one colleges responded to this other books question; among them, twelve reported having 0-2000 books.

### Professional Staff

The well-trained and competent staff is fundamental in providing the needed library services. Librarians were asked to mention their library professional and para-professional staff to determine their administrative setup. Twenty-seven libraries (73 %) provided data of professional staff. The majority of the libraries (n=18, 56%) had one library professional in their libraries. Two libraries had (n=2, 7%) two library professionals, while four libraries (12%) reported that they had four professional librarians in the library at the time of data collection. Three libraries (9%) didn't have any library professional. Data analysis illustrates that the average number of professional staff in these libraries ranged from 1-5.

### Para-professional Staff

Most of the libraries (n=12, 38%) didn't have any para-professional staff in the library at the time of data collection. Some of the libraries (n=8, 25%) had 2 para-professionals in the libraries. Few libraries (n=6, 18%) libraries reported that they had three para-professional staff in the library and these libraries were assumed to have the largest number of para-professional staff. Six libraries (18%) had only one para-professional staff in their libraries.

Table 1

*Number of available books in the library*

Groups	Text Books (f)	Reference Books (f)	All other Books (f)
0-2000	10	14	12
2001 – 4000	06	02	03
4001 – 6000	05	02	03
6001 – 8000	04	01	00
8001–10,000	02	00	03
10001– 12,000	02	00	00
12,001	– 00	00	00
14,000			
14,001	– 01	03	00
16,000			

**Library Committee**

The library committee is considered an essential part of the college libraries and aims to play a vital role in formulating library rules and regulations, modernizing and improving library services and collection, and governing library programs. Table 2 indicates that most of the college libraries didn't have any library committee. Library committee only existed in 11 (30%) college libraries. Twenty-six (70%) libraries claimed that there was no library committee. This study found that the majority of the college libraries didn't have a library committee.

Librarians were asked through an open-ended question about its composition in the case of the library committee. Five libraries (45%) responded affirmatively and mentioned that the committee consisted of the principal, teaching staff, and librarians with these roles:

- o To select the books according to library requirement and to check the budget for the purchase of books
- o To look after important affairs of the library
- o To select, check and verify books

Table 2  
*Existence of library committee N=37*

Statement	Frequency	Percentage (%)
Yes	11	30
No	26	70
<b>Total</b>	<b>37</b>	<b>100</b>

### **Book Collection Development Practices**

This section presents the findings of the practices of the print book collection development in public women's college libraries of Lahore.

#### **Responsibility of Book Selection**

College librarians were asked through multiple response questions about the responsibility of book selection in the college library. All college libraries (N=37) responded to the question. Table 3 indicates that in the majority of the college libraries 30 (81%), the teachers of the concerned subject were responsible for the selection of books. In twenty-three (62%) colleges, librarians were the second major source for the selection of books. Following librarians, the principals of the college also played a role in books' selection. The results show that mostly it was the responsibility of the teacher, librarian, and principal to select books for the college community. However, few colleges 7 (19%) had a library committee and it was the responsibility of the committee to collect a healthy collection for its users.

Table 3  
*Responsibility of book selection N=37*

Statements	Frequency	Percentage (%)
Teacher of the subject concerned	30	81
Librarian	23	62
Principal	18	49
Library committee	7	19

*Final Authority for Approval*

It is evident from Table 4 that in the majority of the libraries 21 (57%), the principal was the final authority for the final approval of the books. Eleven (30 %) out of 37 libraries reported that library staff was the final authority for book selection. Only 5 (14%) libraries stated that the library committee was responsible for the final approval of the books.

Table 4

Final authority for selection of books N=37

Statements	Frequency	Percentage (%)
Library committee	5	14
Library staff	11	29
Principal	21	57
<b>Total</b>	<b>37</b>	<b>100</b>

**Book Selection Tools**

Table 5 shows the diversity of use of book selection tools in the libraries. Findings illustrate that teacher recommendation (Mean= 3.78) was the most used tool while selecting books to add to the library collection. Publishers' catalogs were the second (Mean= 2.8) highly used tool for the selection of the books. Students' recommendation (2.84) and 'Visit to book shops'(2.65)was also often used as selection tools by college librarians. Results show that teachers' recommendations were given the most priority while 'Book exhibitions'(2.14), 'Book reviews'(1.81), 'Other librarians recommendations' (1.78), 'Internet sources' (1.68), and 'Library catalog'(1.65)were least used tools while selecting books for the library collection.

Table 5  
*Book Selection Tools N=37*

Statements	Mean	Std. Dev.
Teachers recommendations	3.78	0.67
Publishers catalog	2.89	1.14
Students' recommendation	2.84	1.01
Visit to book shop	2.65	1.25
Book exhibition/ book fairs	2.14	1.03
Book reviews	1.81	0.84
Other librarians' recommendation	1.78	0.88
Internet sources	1.68	1.15
Library catalog (e.g. World Cat)	1.65	0.97

*Scale: 4= Very often      3=Often      2=Seldom      1=Rarely*

### **Types of Material Added in Library Collection in 2015-18**

Librarians were inquired about the type of books they added to the collection in the previous three years from 2015-2018 through an open-ended question. Data from Table 6 indicate that majority of the college libraries (31, 81 %) added subject-related books (84%) during the last three years. Only a few libraries 6 (16%) added fiction, magazines, newspapers to the library collection during these last years. Results show that the college libraries usually built the collection to fulfill the academic needs of its parent institution.

Table 6  
*Books added during 2015-18*

Statements	Frequency	Percentage (%)
Subject books	31	84
Others (fictions, magazines, newspapers)	6	16
<b>Total</b>	<b>37</b>	<b>100</b>

### **Annual Budget Plan of Libraries**

Table 7 illustrates that the majority 31 (84%) of the libraries had an annual budget plan for the books. However, 6 (16%) libraries had no annual budget for books. They claimed that they didn't have any budget for the books.

Table 7  
*Annual budget plan for books N=37*

Statement	Frequency	Percentage (%)
Yes	31	84
No	6	16
<b>Total</b>	<b>37</b>	<b>100</b>

### **Collection Development through Donation**

Data presented in Table 8 reveals that twenty-seven (73 %) college libraries didn't develop collection through donation. Only ten (27%) libraries replied in "Yes". Moreover, an open-ended question was asked to further inquire about the question "What are the sources of these donations?". The librarians (n=6, 60%) responded that sources of the donation were authors, senior professors, and literary persons. Findings depict that majority of libraries did not get any donations to build a collection.

Table 8  
*Acquiring Books through Donation N=37*

Statement	Frequency	Percentage (%)
Yes	10	27.0
No	27	73.0
<b>Total</b>	<b>37</b>	<b>100</b>

### **Collection Development Process**

The process of collection development doesn't only mean adding books to the library collection but it's a joint process of the following elements: selection, acquisition, placing an order, selection policies, de-selection, evaluation, and community

analysis. Librarians were asked, “How much importance do you give to the following tasks in your library in CD (Collection Development) process”. User feedback on collection was given foremost priority (Mean=2.42) in the collection development process. Users' need analysis was given the second priority (Mean=2.39) by college libraries. Evaluation of the collection was also given some importance (Mean=2.30) followed by fiscal management (Mean=2.25).

Table 9

*Importance of the various tasks in CD (Collection Development) process*  
N=37

Statements	Mean	Std. Deviation	Rank
Users' feedback on the collection	2.42	0.77	1
Users' need analysis	2.39	1.12	2
Evaluation of collection usage	2.30	.87	3
Fiscal management	2.25	1.07	4
Asking for gifts	1.53	.810	5

*Scale:* 1= Not important 2=Moderately Important 3= Important 4=Most important

### **Users' Need Analysis**

Library professionals can better serve its users when they have background knowledge of its service population. This part of the questionnaire dealt with the users' need analysis of the college community and the techniques library professionals use to know library users' demands. Results of data analysis indicate that majority 19 (51%) of the library professionals got an analysis of community needs. Many libraries 18 (49%) reported that they had never conducted user's studies in formal setting. To point out the strategies used for the need assessment of the users' community, librarians were enquired “How do you make the analysis of users' needs”. Table 10 shows that the most used practice by the librarians 28 (76 %) to analyze community needs was the

"suggestion box" that is a traditional way through which they got comments, questions, and suggestions about the new as well as old collection. The second priority (n=25, 68 %) was given to informal communication with the college community. The majority of college libraries 20 (54 %) claimed that they did user need analysis by reviewing educational programs and subjects being taught in the colleges. Fifteen libraries (40%) collected data about their users' need through asking directly from their users about their needs. Library's email account to receive users' demands and survey were used by few libraries (22 %) and (3 %) respectively.

Table 10  
*Users' Need Analysis N=37*

Statements	Yes	No
	<i>f (%)</i>	<i>f (%)</i>
Suggestion box	28 (76)	9 (24)
Informal communication with faculty and students	25 (68)	12 (32)
By checking syllabus of educational programs and research projects	20 (54)	17 (46)
Direct needs by the community	15 (40)	22 (60)
Library's email account to receive demands from the users	8 (22)	29 (78)
Survey	1 (2.7)	36 (97.3)

### **Censorship**

To check the status of censorship, librarians were asked whether they avoided politically and religiously controversial books to add in the library. Twenty-eight libraries (76%) out of 37 replied in "Yes", while 9 (24%) answered that they did not avoid politically or religiously controversial books to add to the library material.

### **Books Usage Patterns of College Community**

This section describes data analysis of check-out and in-house use of print book collection. Circulation analysis is one of the oldest techniques to measure usage statistics in libraries.

### **Usage Statistics of College Community**

Libraries develop their collection to fulfill the needs of the patron community. Librarians were asked, "Does the library

maintain usage statistics of students? “Results of the data analysis show that the majority of the libraries maintain usage statistics as 28 libraries (76%) responded in “Yes”. There were 9 libraries (24%) that didn’t maintain statistics of library material usage. The respondents who maintained usage statistics of books were asked to provide details of the number of daily visitors in the library, the approximate number of books issued per day, most borrowed books by broad subject areas.

#### Number of Daily Visitors

Women college librarians were asked to provide the number of daily visitors coming into the library. Twenty-two libraries responded to this question. Only one college reported that 400 students daily visited the library. Seventeen librarians (77%) out of twenty-two librarians commented that the number of daily visitors was 45-100. The rest of the librarians (n=4, 18%) stated that 15-30 students visited the library per day.

#### Circulation of Books per Day

Twenty-three libraries answered this question and data reveals that the number of books issued per day to students varied from 10-60. The number of volumes circulated daily in the majority of the libraries (n=12; 52%) was 10-30. Seven libraries (30%) circulated 30-50 books. Only two libraries (9%) circulated 60 books per day. The results identify that most of the libraries were poorly utilized.

#### Circulation Policy

Circulation policy or rules defines which library material should be circulated and also clarifies the time duration for borrowing library material. Results show that 30 libraries (81%) had circulation policy/rules and 7 libraries (19%) didn’t have defined circulation rules/policies.

#### Most Issued Books by Broad Subject

Table 11 shows that literature books – Fiction, novel, poetry were frequently issued books (mean=3.29), followed by arts and humanities books (mean=2.88). Religion and science books were also read quite often by the college community.

Table 11  
*Most Issued Books by College Community N=37*

Statements	Mean	Std. Deviation
Literature (Fiction, Novel, Drama, Poetry, etc.)	3.29	.760
Social sciences	2.54	.780
Sciences	2.83	.985
Arts & Humanities	2.88	.927
Religion	2.85	1.13

*Scale: 4= Vey often 3=Often 2=Seldom 1= Rarely*

**Maintenance of In-house Data of Book Usage**

In-house, use is a way to measure, which library material is being used by the students of educational institutions within the walls of the library. This question aimed at studying “Does the library maintain data of In-house usage of the Library material? The majority of the libraries (n=27, 73%) replied in “Yes”. Only a few libraries (n=10, 27%) answered that they didn’t maintain the in-house data of users.

**Most Read Books by College Community**

The results from Table 12 indicate that most of the respondents frequently read (47%) literature books within the library walls. Following literature books, religion books (35%) were read inside college libraries. However, social science, science, and arts & humanities books had less in-house use.

Table 12  
*Most Read books by College Community N=37*

Statements	Very often <i>f (%)</i>	Often <i>f (%)</i>	Seldom <i>f (%)</i>	Rarely <i>f (%)</i>
Literature (Fiction, Poetry, Novel, etc.)	16 (47)	12 (35)	6 (18)	3 (8)
Social sciences	5 (14)	18 (51)	4 (11)	8 (23)
Sciences	7 (19)	16 (44)	5 (14)	8 (22)
Arts & Humanities	7 (21)	16 (49)	8 (24)	2 (6)
Religion	12 (35)	11 (32)	6 (18)	5 (15)

*Scale: 4= Vey often 3=Often 2=Seldom 1=Rarely*

### Conclusion

The study aimed to investigate public women college libraries' collection development practices focusing on the acquisition and selection of print book collection and print book usage by the college community. The study has revealed that the majority of the libraries have no library committee and only one third 11 (30 %) of college libraries have a library committee. Mostly it is the responsibility of the relevant subject teacher, librarians, and principal to select books for the college community. The principal is the final authority for the book selection in the majority of college libraries (57%). Following the 'Principal' of colleges, library staff and library committee are also responsible for selecting the books at the final step. The majority of libraries (73%) depend upon teacher recommendations while selecting books for the library community. Publishers' catalogs, students' recommendations, and a visit to the book shop also appear to be the most used selection methods and tools for the library patrons. Book exhibitions, book reviews, librarians' recommendations, library catalogs, and internet sources are less used selection tools in the women college libraries of Lahore.

An overwhelming majority of libraries (84%) added subject books to their collection and few libraries (16%) reported that they added fiction, magazines, and newspapers in their libraries. It exhibits the fact that libraries are not playing their role in nurturing reading habits by spending money on buying interesting books beyond subject books. Findings show that majority of the libraries (84%) have an annual budget for books, while the remaining libraries report that they do not have the budget for books. The culture of developing collection through donations and gifts has not been developed in public women colleges. It is evident from the results that ten (27%) libraries replied that they got donations and gifts and sources of these donations were authors, senior professors, and literary persons. Twenty-seven libraries (73 %) answered that they didn't get donations and gifts. It establishes that the efforts towards enriching book collections through soliciting gifts hardly exist.

The majority of librarians (51%) make an analysis of community needs, however, the way of getting users' feedback is merely in the form of "suggestion box"; a traditional way through which they got comments, questions, and suggestions about the new as well as old collection. About twenty college libraries (54 %) claimed that they did user need analysis by reviewing educational programs and subjects taught in the colleges. Fifteen libraries (40%) collected data about their users' needs by asking directly about their needs. Library's email account and survey got the least frequency. A few college libraries replied that they used these techniques in their educational institutes to get user need analysis. College librarians give importance to users' feedback on collection and users' need analysis while the collection development process.

Findings showed that the majority of women college libraries (76 %) maintained usage statistics of check-out books. Literature books were the most issued books followed by arts and humanities and religion books. The majority of the college libraries also maintained in-house use of books and results show that literature books were most read followed by religion and arts and humanities books. Social science books were the least used books both within and outside the walls of college libraries. It is interesting to note that the majority of the libraries added book collections on academics books and about 16 % added books on literature.

However, usage of print books by the college community shows that literature was more read as compared to books related to religion, arts, and humanities.

#### Recommendations & Research Implications

The researchers suggest the following recommendations and research implications in light of the findings:

- Every college library should have a library committee consisting of teachers, student representatives, principal, and librarian.
- The librarians should be responsible for book selection in collaboration with the subject teacher and the librarian must use other selection tools available online to order the book they need instead of buying only from the available stocks.
- There should be at least one professional librarian and one para-professional in each library.
- Standards should be prescribed for the expenditure of library budget on furniture and books.
- Adequate financial support should be allocated to each library for the purchase of library material.
- There should be a defined collection development policy in the college libraries and budget allocation should be according to that defined policy. Librarians should build book collections that meet the needs as well as refines the taste of the youth.
- Last but not the least, the use of printed books must be monitored and future selections must be based on the use and demands of the users.
- Different activities and sessions should be organized in the library to promote reading culture among the students.

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Appendix: Survey Questionnaire

Name \_\_\_\_\_ of \_\_\_\_\_ the  
College \_\_\_\_\_

Phone # \_\_\_\_\_ E-  
mail \_\_\_\_\_

Year \_\_\_\_\_ of  
Establishment \_\_\_\_\_

Practices of Book Collection Development

1. Approximate number of printed titles (including copies of a single item) in the library

- a. Text books \_\_\_\_\_
- b. Reference books \_\_\_\_\_
- c. All the other books \_\_\_\_\_

2. What is the total number of :

- a. Library's professional staff \_\_\_\_\_
- b. Library's para-professional staff \_\_\_\_\_
- c. College students \_\_\_\_\_
- d. Teaching staff \_\_\_\_\_

3. Do you have a library committee?

- a. Yes \_\_\_\_\_ No \_\_\_\_\_

4. If Yes answer the following questions, if No please go to question # 5

a. Composition of Library committee

b. Role of the library committee

5. Who is responsible for selecting books?

- a. Principal \_\_\_\_\_
- b. Teachers of the subjects concerned

c. \_\_\_\_\_  
Library committee

d. \_\_\_\_\_  
Librarian

e. Others (Please specify)

6. \_\_\_\_\_  
Who is the final authority for the selection of books

a. Library committee

b. Library staff

c. Principal

7. How often do you use the following selection tools for book selection? Please mention the frequency in the given space.

Very often	Often	Seldom	Rarely
4	3	2	1

a. Publisher catalogs

b. \_\_\_\_\_  
Book reviews

c. \_\_\_\_\_  
Visit to book shop

d. \_\_\_\_\_  
Other librarian's recommendation

e. \_\_\_\_\_  
Book exhibitions/ book fairs

f. \_\_\_\_\_  
Students' recommendations

g. \_\_\_\_\_  
Teachers' recommendations

h. \_\_\_\_\_  
Library catalog (e.g. WorldCat)

i. \_\_\_\_\_  
Internet sources (e.g. amazon, Google Books, etc)

j. \_\_\_\_\_  
Any other

8. What is the approximate number of volumes that you added to the library collection during the last three years (2015-18)?

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9. \_\_\_\_\_  
Which type of books did you add during these years?

- a. Subject books
- b. Other (Fictions, Magazines, newspapers, etc.)

10. What is the total amount of the annual budget of a library?

11. Does the library has an annual budget plan for

- a. Books Yes \_\_\_\_\_ No \_\_\_\_\_
- b. Furniture Yes \_\_\_\_\_ No \_\_\_\_\_

12. Do you acquire books through a donation?

Yes \_\_\_\_\_ No \_\_\_\_\_

b. If yes, what are the sources for these donations? Please specify the sources

13. How much importance do you give to the following tasks in your library in CD (Collection Development) process? Please mention the importance in given space.

Not important	Important	Moderately Important
Most important		
1	2	3
	4	

a. Users' need analysis

b. User's feedback on collection

c. Evaluation of collection usage

d. Fiscal management

e. Asking for gifts

14. Have you ever got an analysis of users' needs?

Yes \_\_\_\_\_ No \_\_\_\_\_

15. If you get an analysis of users' needs, how do you make this analysis? Please tick (✓) the following options whichever applies to your library.

- a) Suggestion box
- b) \_\_\_\_\_  
Survey
- c) \_\_\_\_\_  
Informal communication with faculty and students
- d) \_\_\_\_\_  
Direct needs by the community
- e) By checking syllabus of educational programs and research projects \_\_\_\_\_
- f) Library's email account to receive demands from users
- g) \_\_\_\_\_  
Others(Please specify)

16. Do you avoid politically or religiously controversial material to add to the library collection?

Yes \_\_\_\_\_ No \_\_\_\_\_

17. How often do you face the following issues in the acquisition of library materials? Please mention the frequency in the given space.

Very often	Often	Seldom	Rarely
4	3	2	1

- a) \_\_\_\_\_  
Lack of local and foreign books to meet educational needs
- b) \_\_\_\_\_  
Non-availability of current books
- c) \_\_\_\_\_  
Stocks of old books
- d) \_\_\_\_\_  
Attempts of selling old books at new prices
- e) \_\_\_\_\_  
Delayed supply of foreign books

- f) Lack of trust toward librarians  
\_\_\_\_\_
- g) Lack of delegation of authority for making acquisition decisions \_\_\_\_\_
- h) Poor financial management during year
- i) Others (Please specify)  
\_\_\_\_\_  
\_\_\_\_\_

**Role of the Librarian in Promoting Reading of Library Books**

18. Does the library has taken any initiative to promote reading habits among students?

Yes \_\_\_\_\_ No \_\_\_\_\_

19. Does the library arrange the following activities in the library to promote reading in students:

a. Reading session Yes \_\_\_\_\_ No \_\_\_\_\_

b. Book clubs Yes \_\_\_\_\_ No \_\_\_\_\_

c. Book exhibitions Yes \_\_\_\_\_ No \_\_\_\_\_

d. Library week Yes \_\_\_\_\_ No \_\_\_\_\_

e. Creative Activities OR creative writing Yes \_\_\_\_\_ No \_\_\_\_\_

f. Others (please specify) \_\_\_\_\_

20. Does the library have open book shelves for students?

Yes \_\_\_\_\_ No \_\_\_\_\_

21. How can faculty and librarians work together to enhance the reading habits of students?

Please comment

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Books Usage Patterns of College Community**

1. Does the library maintain usage statistics of students?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes please describe,

Number of daily visitors in the library

The approximate number of books issued in a day by students

What kind of books are mostly borrowed by students

Does the library have a circulation policy/ rules?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Which types of books are most issued?

Very often	Often	Seldom	Rarely
4	3	2	1

a. Recreational (literature, fictions, etc.)

b. \_\_\_\_\_  
Social sciences

c. \_\_\_\_\_  
sciences

d. \_\_\_\_\_  
Arts & Humanities

e. \_\_\_\_\_  
Religion

f. \_\_\_\_\_  
Others (Please specify)

5 Does the library maintain data of In-house usage of the library material?

Yes \_\_\_\_\_ No \_\_\_\_\_

6 If yes, please specify

i. Which type of material is mostly used In-house by students?

a. Recreational (fictions, magazines, etc.)

b. Research journals

c. Books

d. Others (Please specify)

ii. Which types of books are mostly read by students?

Very often	Often	Seldom	Rarely
4	3	2	1

a. Recreational (literature, fictions, etc.)

b. \_\_\_\_\_  
Social sciences

c. \_\_\_\_\_  
sciences

d. \_\_\_\_\_  
Arts & Humanities

e. \_\_\_\_\_  
Religion

iii. \_\_\_\_\_  
Others (Please specify)

22. Do you think internet has put an impact on reading habits of students? (Please describe)

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23. Do you think the internet has put any impact on the use of a library of students? (Please describe)

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