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ANALYSIS OF URDU LANGUAGE COLLECTION IN UNIVERSITY

LIBRARIES OF LAHORE, PAKISTAN

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Abstract

Mother language and national language play pivotal role in the educational developments of the nations. Much importance is being awarded for the promotion of these languages all over the world as well as in Pakistan. National languages are considered as official languages in many of the countries. In this regard recently the Government of Pakistan and courts ruled out the implementation of Urdu as official language.

Quantitative research method followed by survey was opted for the completion of this study. Two separate questionnaires were used to get the relevant data from the respondents (Librarians and Students). This study explored library collection (including Urdu language collection) which is in total 1299384 books, 497 journals, 76 magazines, 89 newspapers, 34504 thesis/ dissertations/ projects, 13211 audio/ video (CDs/DVDs) and 18000 other types of collections available cumulatively in the public sector university libraries of the Lahore and also explored that majority of public sector libraries in Lahore have collection in Urdu language on various subjects but a very little in numbers. Change

of curricula in English medium; lack of enough space in libraries and availability of similar information in other languages are pointed out as major hurdle for acquisition of the material in Urdu language. Regarding users' perception it was revealed that they consider the books in Urdu language as more useful for the better understanding of concepts. Regarding satisfaction the users it is found they are satisfied with the availability of collection in Urdu language in their university libraries. The majority of respondents read books in Urdu language for leisure reading while books in English language for their course work.

Key words: Collection development; Urdu Collection; University Libraries; National Language; Mother Language; Lahore Pakistan

Background of the Study

According to the factual evidences, the information communication system began with the birth of human kind on the earth. Purpose of the communication was, is and will be to present one's views, feelings, information, knowledge, thinking and so on to others. In the beginning, the oldest source of communication was gestures. Then with the passage of time and development of the world, sources of communication developed, expanded and man learnt to speak for communication. Presently there are so many sources of communication exist in the world such as gestures, body language, written communication, verbal communication, symbols and so on.

In the beginning of 15th century with the invention of printing press the source of written communication emerged on a broad way as earlier this source was used at very minor level. During the previous centuries after 1405 the written communication adopted the shape of books which are considered as major sources of information, knowledge as

well as source of communication. Ameen (2005) stated that the objective of the writing was to preserve and conserve the human communication and knowledge. In this regard the books have always an important value for the dissemination of information and learning.

Libraries always considered the places where knowledge and sources of communications kept safe for the followers. Library of Alexandria and library of Ashurbanipal are historical examples which contains the information, communication and knowledgeable material in form of clay tablets, cuneiforms and leather skins.

Now libraries are serving as social institutions which are providing information according to the users' need and preserve human knowledge for future generations. In the academic settings libraries are imparting much more in the dissemination of information and communication. Libraries hold collections in various languages but, as the Urdu is National Language in Pakistan therefore, this study is being conducted to explore the real situation of the library collection in Urdu language in the public sector university libraries of Lahore, user satisfaction with the available Urdu language collection and the convenience level with the material in Urdu or English as well as the hurdle faced by the libraries in the acquisition of library material in Urdu language. This study will also endeavor to discover the library collections in Urdu Language in the academic libraries so that importance of the Urdu collections may be gauged in the academia with respect to the user's preference, satisfaction and perception.

Languages in Pakistan

In Pakistan there are many languages exist like Punjabi, Sindhi, Balochi, Pashtu, Saraiki and Urdu etc. but Urdu Language is the National Language of Pakistan while

other languages are considered as Mother Languages. Nizamani et al. (2016) defined mother language as a language that a child acquired in a natural setting. A large number of books, journals, magazines, newspapers etc. are being published all over the world in Urdu language for the sake of information and knowledge transfer. A special attention is being awarded to Urdu Language in our country. Initial education is being awarded in national language (Urdu) while higher education in international language (English).

Struggles and Movements for the Adoption of Urdu Language in Pakistan

Many struggles and movements had been started for the promotion and adoption of Urdu language as official language in the country as currently English is being used in offices and for educational purposes in various schools, colleges and universities as well offices. One of the movements was “Save Urdu Movement (اردو بچاؤ تحریک)”. It was a nationwide movement in Pakistan. This movement was especially started for safeguarding Urdu education in schools. The aim of this movement was to made Urdu as a universal language and also stressed that Urdu language must be considered cultural and political identity of the Muslims in British raaj (*Urdu movement, 2017*).

An association “Anjuman Taraqqi-yi-Urdu (انجمن ترقی اردو)” started promotion and dissemination of Urdu language literature in India and Pakistan. It was a largest association that worked for the promotion of Urdu language literature (*Anjuman-I Taraqqi-I Urdu, 2017*).

On 21 March 1948, Quaid-e-Azam Muhammad Ali at Racecourse Ground declared that Urdu language should be state language because it embodies the spirit of Muslim nations those who disagreed with this view considered them "Enemies of Pakistan" (“*Tribute to language movemen,*” 2014).

Pakistan Quami Zuban Movement (PQZM) organized a conference “Quami Nifaz-e-Urdu Conference – Pesh Raft and Amli Taqazey” at Aewan-e-Qaid (Nazriya Pakistan Council), Islamabad on July 24, 2016. This conference was stressed on that Urdu language should be included compulsory in educational curriculum because Urdu language was our national language and also symbol of unity. Government was also working on the implementation of Urdu language as an official language (“*Govt working on implementation of Urdu as official language,*” 2016).

Legal Efforts toward Adoption of Urdu as Official Language

It was mentioned in the article 251 of constitution of Pakistan 1962 that Urdu language should be used as an official and national language for next fifteen years. It might be possible that English language could be used for official purposes in the absence of its replacement in Urdu language.

Recently the Supreme Court of Pakistan ordered to implement the Urdu Language as official language and also to take examinations of Central Superior Services (CSS) in Urdu medium/ language. A similar judgment was issued in October 2015 by the Supreme Court in response to two various petitions No. 56 of 2003 and petition No. 112 of 2012, when the honorable court issued directive to federal and provincial governments to adopt Urdu as official language. The court also cited Article 251 of the Constitution of Pakistan regarding implementation of Urdu as official language and referred certain recommendations made by the National Language Authority, (presently renamed as National Language Promotion Department vide Notification dated 17.08.2012), for implementation of Article 251 (*Supreme court, 2015*).

Lahore High Court (LHC) also issued a similar decision and directed the Federal Public Service Commission (FPSC) to conduct Central Superior Services (CSS) examination in the Urdu language from next year. The decision was issued in February 2017. The court further issued directive to the FPSC to ensure that the examination in 2018 will be conducted in accordance with the dictum laid down by the apex court (*Court orders FPSC to conduct CSS exams in Urdu next year, 2017*).

The departments of Punjab Government had been asked to translate the rules and regulations of different departments, official orders by the government, and also the laws and policies of the government. All the translations are to be verified by the Department of Law and Parliamentary Affairs (*Punjab government introduces Urdu as official language, 2017*).

The Ex-Prime Minister of Pakistan, Mian Muhammad Nawaz Sharif also constituted a committee response to the judgment of apex court when the court asked the federal government to make sure the official correspondence in the national language and sought a compliance report from the government in this regard (*“PM forms body to implement Urdu as official language,” 2016*). A letter to the government departments have been written for the adoption of Urdu language as official language as well as to translate the Statutory document in Urdu language.

Statement of the Problem

Government is taking initiatives to implement Urdu language as an official language in Pakistan. Recently, Supreme Court of Pakistan had been declared that Urdu language should be considered as an official language as well as the examination of Central Superior Services (CSS) should be taken in Urdu medium/language. There are

some websites which are also transferred from English language to Urdu language e.g. <http://www.pakistan.gov.pk/>, <http://www.cabinet.gov.pk/>. However, it is assumed that user's expectations from libraries are high because they need good collection in Urdu Language to fulfill their information needs. In order, to implement the decision it is pertinent to know the availability of Urdu language reading collections in the libraries so that educational as well as informational needs may be fulfilled.

So, it is important to know the status, usage and subject coverage in Urdu language collections at university libraries of Pakistan. Which factors affect the acquisition of Urdu language collection in universities and what user expect.

Research Questions of the Study

1. What is status of library collections in university libraries?
2. What is the status of collection in Urdu Language in University Libraries?
3. What is the status of Subject coverage of Urdu Collection in University Libraries?
4. What kinds of problems are being faced by libraries in Collection development of Urdu Collection in University Libraries?
5. What is user's perception about Urdu Collection in University Libraries?
6. Are users satisfied with the available Urdu collection in University Libraries?
7. What is the most convenient language medium for Users in their studies in the University Libraries?

Delimitations of the Study

The present study is only limited to Urdu language collection of university libraries, Lahore. Public, research and special libraries as well as private sector university libraries are also not part of the study only university libraries including public sector are part of the study.

Review of Relevant Literature

According to Dhir (2005) Language is considered as a fundamental medium through which a nation or culture transmits their knowledge or exchange information that informs about culture. Tardy (2004) investigated the role of English language in scientific communication. Researcher used mixed method approach. Data were gathered through questionnaire and focus group interview. The researcher found that respondents preferred English language for scientific communication because English language considered understandable by different countries.

Piekkari (2006) said that although language had connection with culture of a nation but it was considered a separate variable. This variable could affect the ways of communication and transformation of knowledge. Kogut and Zander (1992) stated that a language which had been spoken by different nations could increase communication and exchange of ideas rapidly.

Gfeller and Robinson (1998) investigated that which language was preferred by culture local language (mother tongue) or national language and pointed out that children could learn better through local language and their intellectual level will become higher. Interview respondent a teacher replied that children could express them more well in their local language.

Cairns (1987) conducted an experiment base study in which he revealed that the primary level education should be in local language because primary level education create base for future learning. If base would be strong than children would be able to learn better in their future. He suggested that national language should be start from secondary level education at subject level. Moid (1964) said that American libraries were taking interest in building collection of Urdu language literature.

Rahman (2002) opined that in Pakistan the strength of Urdu medium schools was high than other medium of schools such as English medium, Pashto medium, Sindhi medium and mixed medium schools. Manan and David (2014) investigated the preference of mother tongue verses national language for education. They concluded that undergraduate students of a public university were replied that they preferred Urdu and English language for education. In the whole country the dominated languages were Urdu and English languages.

Ameen and Shafique (2009) conducted a study on University of the Punjab library's Oriental section. The aim of the study was to investigate the current status of oriental section of library. They concluded that the section has collection in three languages such as Persian, Arabic and Urdu. The collection of Urdu was larger than other languages collection. The section had 71,000 volumes in Urdu language. Moid (1964) investigated the Urdu collection status in Americans libraries. The aim of the study was to highlight the extent and scope of Urdu collection in American libraries and he pointed out that the American libraries had Urdu language collection in the field of language and literature.

User's perception can be a factors in the development of Urdu collection as Evans and Saponaro (2012) suggested that library should build collection according to its user's needs and wants. Khan (2015) concluded that user's need assessment was neglected in Pakistan at academic university libraries. He stated that there were some factors which became of barrier in users need assessment projects at university libraries of Pakistan. These factors were that university libraries have no sufficient budget, the faculty members were not cooperative and there were no policies about acquisition of foreign resources and also lack of good reputed vendors.

Lack of availability of Collection Development Policy is also one of the hurdle in the way of Urdu collection as Khan and Bhatti (2015) showed that in Pakistan, at university libraries there were no proper collection development policies which could meet the user's needs effectively. It was neglected to build collection according to the user's present information needs. There was lack of updated collection development policies at university libraries of Pakistan. Haider (2007) concludes that a good collection development policy can minimize the problems which are being faced by libraries in Pakistan. Evans and Saponaro (2005) revealed that library's collection would be small and could not meet its user's needs if a library had low budget.

Ameen and Haider (2007) said that the library's collection development policies mentioned that who select the material for library. It was fundamental issue regarding collection development of who was responsible for the selection of material. According to them the faculty members could guide better than students because faculty member were aware about the information needs of their students.

Lee (2005) studied the concept of collection from library user's perspective and stated that according to the user's perspective the library collection was total vague and could not fulfill their information needs. Kassim (2017) investigated the user's satisfaction with academic libraries with respect to satisfaction level of users with academic libraries services, collection and physical infrastructure. He pointed out that users are least satisfied with library services and suggest developing the library collection. Sivathaasan (2013) explored that 11 % user's satisfaction level was affected by library collection.

A study was carried out by Habib and Idrees and Ullah, (2017) on the topic "Organization and usage of information resources at Deeni Madaris Libraries in Pakistan" in which the researchers strived to explore the usage of information resources. In this study it was explored that majority of users feel comfortable and prefer information resources in Urdu language. Lo and Lo (2014) stated that at earlier level students feel comfortable and proficient with their local native language.

Research Methodology

The target population of this study is based on two types of entities. One is the University libraries of Lahore and other are all currently enrolled students (Under Graduate, Post Graduate, and MPhil & PhD) from Higher Education Commission Pakistan recognized Public Sector Universities of Lahore City. Currently there are 11 Public Sector HEC recognized Universities in Lahore city of Pakistan;

1. Fatima Jinnah Medical University, Lahore
2. Government College University, Lahore
3. Information Technology University of the Punjab, Lahore

4. King Edward Medical University, Lahore
5. Kinnaird College for Women University, Lahore
6. Lahore College for Women University, Lahore
7. University of Education, Lahore
8. University of Engineering & Technology, Lahore
9. University of Health Sciences, Lahore
10. University of the Punjab, Lahore
11. University of Veterinary & Animal Sciences, Lahore

The researchers adopted convenient sampling technique for selection of participants (Under Graduate, Post Graduate, and MPhil & PhD) students. The reason behind the adaptation of convenient sampling was that random sampling or stratified random sampling was not possible due to accessibility issues. For random sampling it is necessary that the population must be identifiable and listed. It is impossible for researcher to get all population as a listed in hand due to accessibility issues. A sample size of 383 is drawn from the total population, with 95% confidence level and 5% confidence interval (margin of error), by using online sample calculator (*Survey monkey*). While regarding the status about the Urdu language collection availability in University (Public Sector) libraries of Lahore all the libraries were visited for relevant data collection. 35 questionnaires were distributed to each university and received back 288 responses which are 74.8 %.

To complete the study two structured questionnaires based on previous literature and expert opinions for data collection were used. One questionnaire was used for data collection from library users and other questionnaire was used for data collection from

librarians. To measure the reliability of questionnaire a pilot testing was conducted. Two universities were selected for pilot testing. The pilot testing results indicated that the overall questionnaire's Cronbach Alpha value was (.739).

Analysis

Response to Research Question 1

The librarians were asked about total collection in their libraries.

Table 4.1

Information about Available Books in Libraries

Library books collection	Frequency	Percentage	Cumulative Percentage
7500	1	9.1	9.1
12000	1	9.1	18.2
15000	1	9.1	27.3
26000	1	9.1	36.4
27000	1	9.1	45.5
35000	1	9.1	54.5
46152	1	9.1	63.6
85000	1	9.1	72.7
110000	1	9.1	81.8
335732	1	9.1	90.9
600000	1	9.1	100.0
1299384	11	100.0	100.0

The statistic show that 1 (9.1%) library has 7,500 books, 1 (9.1%) library has 12,000 books, 1 (9.1%) library has 15,000 books, 1 (9.1%) library has 26,000 books, 1 (9.1%) library has 27,000 books, 1 (9.1%) library has 35,000 books, 1 (9.1%) library has 46,152 books, 1 (9.1%) library has 85,000 books, 1 (9.1%) library has 110,000 books, 1 (9.1%) library has 335,732 books and 1 (9.1%) library has 600,000 books.

Table 4.2

Information about Available Journals in Libraries

Library journals collection	Frequency	Percent	Cumulative Percent
29	1	9.1	9.1
18	1	9.1	18.2
13	1	9.1	27.3
21	1	9.1	36.4
54	1	9.1	45.5
28	1	9.1	54.5
236	1	9.1	63.6
40	1	9.1	72.7
9	1	9.1	81.8
13	1	9.1	90.9
36	1	9.1	100.0
497	11	100.0	100.0

The statistics show that 1 (9.1%) library has 29 journals, 1 (9.1%) library has 18 journals, 1 (9.1%) library has 13 journals, 1 (9.1%) library has 21 journals, 1 (9.1%) library has 54 journals, 1 (9.1%) library has 28 journals, 1 (9.1%) library has 236 journals, 1 (9.1%) library has 40 journals, 1 (9.1%) library has 9 journals, 1 (9.1%) library has 13 journals and 1 (9.1%) library has 36 journals.

Table 4.3

Information about Available Magazines in Libraries

Library magazines collection	Frequency	Percent	Cumulative Percent
0	5	45.5	45.5
10	3	27.3	72.7
14	1	9.1	81.8
33	1	9.1	90.9
19	1	9.1	100.0
76	11	100.0	100.0

The statistics show that 5 (45.5%) libraries have no magazines, 3 (27.3%) libraries have 10 magazines, 1 (9.1%) library has 14 magazines, 1 (9.1%) library has 33 magazines and 1 (9.1%) library has 19 magazines.

Table 4.4

Information about Available Newspapers in Libraries

Library newspapers collection	Frequency	Percent	Cumulative Percent
4	2	18.2	18.2
5	2	18.2	36.4
6	3	27.3	63.6
8	1	9.1	72.7
12	1	9.1	81.8
15	1	9.1	90.9
18	1	9.1	100.0
89	11	100.0	100.0

The statistics show that 2 (18.2%) libraries have 4 newspapers, 2 (18.2%) libraries have 5 newspapers, 3 (27.3%) libraries have 6 newspapers, 1 (9.1%) library has 8 newspapers, 1 (9.1%) library has 12 newspapers, 1 (9.1%) library has 15 newspapers and 1 (9.1%) library has 18 newspapers.

Table 4.5

Information about Available Theses/ Dissertations & Projects in Libraries

Library theses/dissertation collection	Frequency	Percent	Cumulative Percent
0	3	27.3	27.3
200	1	9.1	36.4
904	1	9.1	45.5
1500	1	9.1	54.5
1900	1	9.1	63.6
5000	2	18.2	81.8
10000	2	18.2	100.0

34504	11	100.0	100.0
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The statistics show that 3 (27.3%) libraries have no theses/dissertations, 1 (9.1%) library has 200 theses/dissertations, 1 (9.1%) library has 904 theses/dissertations, 1 (9.1%) library has 1500 theses/dissertations, 1 (9.1%) library has 1900 theses/dissertations, 2 (18.2%) libraries have 5,000 theses/dissertations and 2 (18.2%) libraries have 10,000 theses/dissertations.

Table 4.6

Information about Available Audio Video (CDs/DVDs/etc.) Material in Libraries

Library audio video collection	Frequency	Percent	Cumulative Percent
0	4	36.4	36.4
80	1	9.1	45.5
96	1	9.1	54.5
100	1	9.1	63.6
1935	1	9.1	72.7
2000	1	9.1	81.8
4000	1	9.1	90.9
5000	1	9.1	100.0
13211	11	100.0	100.0

The statistics show that 4 (36.4%) libraries have no audio video material, 1 (9.1%) library has 80 audio video material, 1 (9.1%) library has 96 audio video material, 1 (9.1%) library has 100 audio video material, 1 (9.1%) library has 1935 audio video material, 1 (9.1%) library has 2,000 audio video material, 1 (9.1%) library has 4,000 audio video material and 1 (9.1%) library has 5,000 audio video material.

Response to Research Question 2

The respondents were asked about their libraries' Urdu language collection.

Table 4.8

Library Collection in Urdu Language

Sr. No.	Item	To great Extent (1)	Somewhat (2)	Very little (3)	Not at all (4)
1	Books	5 (45.5%)	2 (18.2%)	4 (36.4%)	0
2	Journals	2 (18.2%)	0	3 (27.3%)	6 (54.5%)
3	Magazines	0	4 (36.4%)	3 (27.3%)	4 (36.4%)
4	Newspapers	4 (36.4%)	4 (36.4%)	3 (27.3%)	0
5	Thesis/dissertations	2 (18.2%)	1 (9.1%)	1 (9.1%)	7 (63.6%)
6	A/V materials	0	1 (9.1%)	1 (9.1%)	9 (81.8%)
7	Any other	0	0	1 (9.1%)	10 (90.9%)

The 5 (45.5%) libraries have a great extent collection about “Books in Urdu language” while 2 (18.2%) have somewhat, 4 (36.4%) have very little. The 2 (18.2%) libraries have a great extent collection about “Journals in Urdu language” while 3 (27.3%) libraries have very little and 6 (54.5%) libraries have not at all. The 4 (36.4%) libraries have to somewhat collection about “Magazines in Urdu language” while 3 (27.3%) have very little and 4 (36.4%) have not at all. The 4 (36.4%) libraries have a great extent collection about “Newspapers in Urdu language” while 4 (36.4%) have somewhat, 3 (27.3%) have very little. The 2 (18.2%) libraries have a great extent collection about “Thesis/dissertations in Urdu language” while 1 (9.1%) have somewhat, 1 (9.1%) have very little and 7 (63.6%) have not at all with the same statement. The 1 (9.1%) library have to somewhat collection about “A/V materials in Urdu language” while 1 (9.1%) have very little and 9 (81.8%) have not at all with the same statement. The 1 (9.1%) library have very little collection about “Any other library material in Urdu language” while 10 (90.9%) libraries have not at all.

Response to Research Question 3

The respondents were asked about their libraries subject coverage of Urdu language collection.

Table 4.9

Information about Available Collection in Urdu Language in the Subject of "Applied Sciences"

Applied sciences	A (%)	NA (%)	Total
Agriculture	0 (0%)	11 (100%)	100
Chemical Engineering	0 (0%)	11 (100%)	100
Engineering	0 (0%)	11 (100%)	100
Home Economics	1 (9.1%)	10 (90.9%)	100
Manufacturing	0 (0%)	11 (100%)	100
Medicine	0 (0%)	11 (100%)	100

A= Available, NA= Not Available

The data showed that no libraries have Urdu language collection is not available in the subjects of agriculture, chemical engineering, engineering, manufacturing, and medicine. While, only one 1 (9.1%) library has Urdu language collection is available in the subject of home economics.

Table 4.10

Information about Available Collection in Urdu Language in the Subject of "Fine Arts"

Fine arts	A (%)	NA (%)	Total
Architecture	0 (0%)	11 (100%)	100
Drawing & Decoration	0 (0%)	11 (100%)	100

Fashion, Art & Design	0 (0%)	11 (100%)	100
Recreation	3(27.3%)	8 (72.7%)	100

The data showed that no any libraries have Urdu language collection is not available in the subjects of architecture, drawing & decoration, fashion & design. While, only 3 (27.3%) libraries have Urdu language collection is available in the subject of recreation.

Table 4.11

Information about Available Collection in Urdu Language in the “General work”

General work	A (%)	NA (%)	Total
Almanac	0 (0%)	11 (100%)	100
Bibliography	1 (9.1%)	10 (90.9%)	100
Dictionaries	11 (100%)	0 (0%)	100
Encyclopedia	1 (9.1%)	10 (90.9%)	100
General knowledge	7 (63.6%)	4 (36.4%)	100
Index	1 (9.1%)	10 (90.9%)	100
Newspaper	11 (100%)	0 (0%)	100
Periodical	1 (9.1%)	10 (90.9%)	100
Research journals	1 (9.1%)	10 (90.9%)	100
Year books	0 (0%)	11 (100%)	100

The data showed that no any libraries have Urdu language collection almanac and yearbooks is not available in Urdu language While 1 (9.1%) library has bibliography

collection, 11 (100%) library have dictionaries, 1 (9.1%) library has encyclopedia, 7 (63.6) libraries have general knowledge books, 11 (100%) libraries have Newspapers, 1 (9.1%) library has periodicals and 1(9.1%) library has research journals in Urdu language.

Table 4.12

Information about Available Collection in Urdu Language in the Subject of "History"

History	A (%)	NA (%)	Total
Biography	3(27.3%)	8(72.7%)	100
Civilization	0 (0%)	11 (100%)	100
Geography & travel	1 (9.1%)	10 (90.9%)	100
History	4(36.4%)	7 (63.6%)	100

The data showed that no libraries have Urdu language collection in the subjects of civilization While only 3 (27.3%) libraries have collection in the subject of biography, 1 (9.1%) library has collection in the subject of geography & travel and 4 (36.4%) libraries have collection is available in the subject of history in Urdu language.

Table 4.13

Information about Available Collection in Urdu Language in the Subject of "Linguistic"

Linguistic	A (%)	NA (%)	Total
Dictionaries	8(72.7%)	3(27.3%)	100
Grammar	0 (0%)	11 (100%)	100
Phonology& phonetics	0 (0%)	11 (100%)	100

The data showed that no libraries have Urdu language collection in grammar and phonology & phonetics, while 8 (72.7%) libraries have collection is available of dictionaries in Urdu language.

Table 4.14

Information about Available Collection in Urdu Language in the Subject of "Literature"

Literature	A (%)	NA (%)	Total
Drama	2(18.2%)	9(81.8%)	100
Essays	2(18.2%)	9(81.8%)	100
Fiction	4(36.4%)	7(63.6%)	100
History & Criticism	1 (9.1%)	10 (90.9%)	100
Poetry	6(54.5%)	5(45.5%)	100
Satire & Humor	2(18.2%)	9(81.8%)	100

The data showed that only 2 (18.2%) libraries have collection is available in the subjects of drama, essays and satire & humor collection in Urdu language. The 4(36.4%) libraries have in the subject of fiction, 1 (9.1%) library has in the subject of history & criticism and 6(54.5%) libraries have collection in Urdu language in the subject of Poetry.

Table 4.15

Information about Available Collection in Urdu Language in the Subject of "Philosophy"

Philosophy	A (%)	NA (%)	Total
Ethics	0 (0%)	11 (100%)	100
Philosophy	1 (9.1%)	10 (90.9%)	100

Psychology	2 (18.2%)	9 (81.8%)	100
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The data showed that no library have collection in the subject of Ethics in Urdu Language while only 1 (9.1%) library has collection in the subject of philosophy and 2 (18.2%) libraries have collection is available in the subjects of psychology.

Table 4.16

Information about Available Collection in Urdu Language in the Subject of "Pure science"

Pure science	A (%)	NA (%)	Total
Astronomy	1(9.1%)	10(90.9%)	100
Biology	0 (0%)	11 (100%)	100
Botany	0 (0%)	11 (100%)	100
Chemistry	0 (0%)	11 (100%)	100
General science	1(9.1%)	10(90.9%)	100
Geology	0 (0%)	11 (100%)	100
Mathematics	0 (0%)	11 (100%)	100
Paleontology	0 (0%)	11 (100%)	100
Physics	0 (0%)	11 (100%)	100
Zoology	0 (0%)	11 (100%)	100

The data showed that no libraries have Urdu language collection in the subjects of biology, botany, chemistry, geology, mathematics, paleontology, physics and zoology

while only 1 (9.1%) library has Urdu language collection in the subject of astronomy, and 1 (9.1%) library has Urdu language collection in the subject of general science.

Table 4.17

Information about Available Collection in Urdu Language in the Subject of "Religion"

Religion	A (%)	NA (%)	Total
Islam	11 (100%)	0 (0%)	100
Christianity	2(18.2%)	9 (81.8%)	100
Hinduism	0 (0%)	11 (100%)	100

The data showed that no libraries have Urdu language collection in subject of Hinduism while 11 (100%) libraries have Urdu Collection is available in the subject of Islam and 2 (18.2%) libraries have collection in the subject of Christianity is available in Urdu language.

Table 4.18

Information about Available Collection in Urdu Language in the Subject of "Social science"

Social science	A (%)	NA (%)	Total
Business studies	0 (0%)	11 (100%)	100
Economics	1 (9.1%)	10 (90.9%)	100
Education	2 (18.2%)	9 (81.8%)	100
Geography	2 (18.2%)	9 (81.8%)	100
Law	0 (0%)	11(100%)	100

Political science	0 (0%)	11 (100%)	100
Social work	1 (9.1%)	10 (90.9%)	100
Sociology	0 (0%)	11 (100%)	100
Statistics	0 (0%)	11 (100%)	100

The data showed that no any library has Urdu language collection in the subjects of business studies, law, political science, sociology and statistics while 1 (19.1%) library has Urdu collection in the subject of economics, 2 (18.2%) libraries have Urdu language collection in the subjects of education and geography and 1 (9.1%) library has collection in the subject of social science in Urdu Language.

Response to Research Question 4

The respondents were asked about the problems which are being faced by librarians in acquisition of Urdu language collection.

Table 4.19

Problems in Acquiring Library Material in Urdu Language

Sr. No	Problems faced by librarians	Strongly disagreed	Disagreed	Neutral	Agreed	Strongly agreed	Mean	Std. Dev
1	Change of curricula in English Medium	1 (9.1%)	0	3 (27.3%)	5 (45.5%)	2 (18.2%)	3.63	1.12
2	Lack of enough space in library	0	1 (9.1%)	3 (27.3%)	6 (54.5%)	1 (9.1%)	3.63	.809
3	Availability of similar	0	2 (18.2%)	2 (18.2%)	7 (63.6%)	0	3.45	.82

	information in other language(s)							
4	Lack of evaluation strategies	0 (0.0%)	4 (36.4%)	4 (36.4%)	3 (27.3%)	0 (0.0%)	2.90	.83
5	Lack of interest by Academic Heads & Faculty	1 (9.1%)	4 (36.4%)	1 (9.1%)	5 (45.5%)	0 (0.0%)	2.90	1.13
6	Budget Constraints	0 (0.0%)	6 (54.5%)	3 (27.3%)	1 (9.1%)	1 (9.1%)	2.72	1.00
7	Lack of administrative support	1 (9.1%)	5 (45.5%)	2 (18.2%)	3 (27.3%)	0 (0.0%)	2.63	1.02
8	Restricted Acquisition Policy	2 (18.2%)	3 (27.3%)	3 (27.3%)	3 (27.3%)	0 (0.0%)	2.63	1.12
9	Rising cost of Urdu collection	1 (9.1%)	6 (54.5%)	1 (9.1%)	3 (27.3%)	0 (0.0%)	2.54	1.03
10	Non- availability of vendors for Urdu collection	4 (36.4%)	4 (36.4%)	2 (18.2%)	1 (9.1%)	0 (0.0%)	2.00	1.00

Data showed that, the 1 (9.1%) respondent was strongly disagreed that “Change of curricula in English Medium” is the major problem in acquisition of collection in Urdu language, while 3 (27.3%) were neutral, 5 (45.5%) were agreed and 2 (18.2%) were strongly agreed with the same statement. The 1 (9.1%) respondent was disagreed that

“Lack of enough space in library” is the major problem in acquisition of collection in Urdu language, while 3 (27.3%) were neutral, 6 (54.5%) were agreed and 1 (9.1%) respondent was strongly agreed with the same statement. The 2 (18.2%) respondents are disagreed that “Availability of similar information in other language(s)” is the major problem in acquisition of collection in Urdu language, while 2 (18.2%) are neutral and 7 (63.6%) were agreed with the same statement. The 4 (36.4%) respondents were disagreed that “Lack of evaluation strategies” is the major problem in acquisition of collection in Urdu language, while 4 (36.4%) respondents were neutral, 3 (27.3%) were agreed with the same statement. The 1 (9.1%) respondents were strongly disagreed that “Lack of interest by Academic Heads & Faculty” is the major problem in acquisition of collection in Urdu language, while 4 (36.4%) were disagreed, 1 (9.1%) respondents were neutral and 5 (45.5%) were agreed with the same statement. The 6 (54.5%) respondents were disagree, that “Budget constraints” is the major problem in acquisition of collection in Urdu language, while 3 (27.3%) were neutral, 1 (9.1%) was agreed and 1 (9.1%) was strongly agreed with the same statement. The 1 (9.1%) respondent was strongly disagreed that “Lack of administrative support” is the major problem in acquisition of collection in Urdu language, while 5 (45.5%) were disagreed, 2 (18.2%) were neutral and 3 (27.3%) were agreed with the same statement. The 2 (18.2%) respondents were strongly disagreed that “Restricted Acquisition Policy” is the major problem in acquisition of collection in Urdu language, while 3 (27.3%) were disagreed, 3 (27.3%) were neutral and 3 (27.3%) were agreed with the same statement. The 1 (9.1%) respondent was strongly disagreed that “Rising cost of Urdu collection” is the major problem in acquisition of collection in Urdu language, while 6 (54.5%) disagreed, 1 (9.1%) respondent was neutral and 3

(27.3%) agreed with the same statement. The 4 (36.4%) respondents were strongly disagreed that “Non- availability of vendors for Urdu collection” is the major problem in acquisition of collection in Urdu language, while the 4 (36.4%) respondents were disagreed, 2 (18.2%) were neutral and 1 (9.1%) was agreed with the same statement.

Demographic composition of participants

In this questionnaire the respondents were asked to provide information for the following demographic variables name of institute, age, gender and program of study. This information was needed to prepare a profile of the participants and also for use as independent variables to answer research questions. The descriptive statistics (frequencies and percentages) for demographic variables were calculated.

Table 4.20

Names of Institutes

Institutes	Frequency	Percent	Cumulative Percent
Fatima Jinnah Medical University	25	8.7	8.7
Government College University Information Technology University of the Punjab	28	9.7	18.4
King Edward Medical University	23	8.0	26.4
Kinnaird College for Women	29	10.1	36.5
Lahore College for Women University	24	8.3	44.8
University of the Education	27	9.4	54.2
	29	10.1	64.2

University of Engineering & Technology	26	9.0	73.3
University of Health Sciences	25	8.7	81.9
University of the Punjab	31	10.8	92.7
University of Veterinary & Animal Sciences	21	7.3	100.0
Total	288	100.0	

In this study 25 (8.7%) respondents were from “Fatima Jinnah Medical University”, the 28 (9.7%) respondents were from “Government College University”, the 23 (8.0%) respondents were from “Information Technology University of the Punjab”, the 29 (10.1%) respondents were from “King Edward Medical University”, the 24(8.3%) respondents were from “Kinnaird College for Women University”, The 27 (9.4%) respondents were from “Lahore College for Women University”, the 29 (10.1%) respondents were from “University of the Education”, the 26 (9.0%) respondents were from “University of Engineering & Technology”, the 25 (8.7%) respondents were from “University of Health Sciences”, the 31 (10.8%) respondents were from “University of the Punjab”, and the 21 (7.3%) respondents were from “University of Veterinary & Animal Sciences”.

Table 4.21

Demographic Information of Respondents

		Frequency	Percentage	Cumulative Percentage
Gender	Male	124	43.1	43.1
	Female	164	56.9	100
Age	18-23 Y	227	78.8	78.8

	24-29 Y	44	15.3	94.1
	30-34 Y	10	3.5	97.6
	35-39 Y	3	1	98.6
	40-44 Y	1	0.3	99
	Above 44 Y	3	1	100
	Hons.	131	45.5	45.5
	Masters	77	26.7	72.2
Program	MS/M.Phi	39	13.5	85.8
	PhD	4	1.4	87.2
	Others	37	12.8	100

In this study 124 (43.1%) respondents were male and 164 (56.9%) respondents of the study were females. The 227 (78.8%) respondents were 18-23 years old, the 44 (15.3%) respondents were 24-29 years old, and the 10 (3.5%) respondents were 30-34 years old, the 3 (1%) respondents were 35-39 years old, the 1 (0.3%) respondents were 40-44 years old and the 3 (1%) respondents were 44 & above years old. There are 131 (45.5%) respondents had Hons education, the 77 (26.7%) respondents had Master level qualification, and the 39 (13.5%) respondents had MS/Mphil education, and the 4 (1.4%) responded had PhD level education and the 37 (12.8%) responded had other (MBBS, BDS, Language Diploma, LLB and LLM) education.

Table 4.23

Purpose of Visit Library

	Purpose of visit	Frequency	Percent	Cumulative Percent
	Research Work	58	20.1	20.1
	Assignment	84	29.2	49.3
	General	98	34.0	83.3
Valid	Reading			
	Leisure Time	31	10.8	94.1
	Any Other	17	5.9	100.0
	Total	288	100.0	

The table showed that 58 (20.1%) users visited library for their researcher work, while the 84(29.2%) users visited library for their assignments, the 98(34.0%) users visited library for general reading, the 31(10.8%) users visited library to spend leisure time and the 17(5.9%) users came in library for other purposes (Study, preparation for exams & competition exams CSS, PMS).

Table 4.24

Purpose of Reading Urdu Content

Purpose of Reading Urdu Content	Frequency	Percent	Cumulative Percent
Educational Requirements	114	39.6	39.6
Valid Leisure Reading	133	46.2	85.8
Others	41	14.2	100.0
Total	288	100.0	

The table showed that 114 (39.6%) users read Urdu contents for educational purposes while the 113(46.2%) users read Urdu contents for leisure reading and the 41(14.2%) users read Urdu contents for other (Poetry Material, Information & Knowledge, History, Newspapers, Urdu Literature and General Knowledge) purposes.

Response to Research Question 5

The respondents were asked about their perceptions about books in Urdu language.

Table 4.26

Information about the Users' perception about books in Urdu Collection

S.No.	Statements	St Dis F (%)	Dis A F (%)	Neut F (%)	Agr F (%)	St Agr F (%)	Mean	Std. Dev
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1	Importance of Urdu language books on various subjects is decreasing in current era.	11 (3.8)	33 (11.5)	60 (20.8)	118 (41.0)	66 (22.9)	3.68	1.067
2	Books in Urdu language contain sufficient & useful information.	18 (6.3)	15 (5.2)	65 (22.6)	150 (52.1)	40 (13.9)	3.62	0.998
3	It is easier to understand concepts from books in Urdu language.	12 (4.2)	45 (15.6)	55 (19.1)	109 (37.8)	67 (23.3)	3.6	1.128
4	Books in English & other languages should be translated in Urdu language.	23 (8.0)	29 (10.1)	51 (17.7)	129 (44.8)	56 (19.4)	3.58	1.148
5	Libraries should purchase more books in Urdu language on all subjects.	13 (4.5)	32 (11.1)	86 (29.9)	95 (33.0)	62 (21.5)	3.56	1.084
6	Addition of books in Urdu language in all subjects can enhance academic performance.	13 (4.5)	41 (14.2)	72 (25.0)	113 (39.2)	49 (17.0)	3.5	1.072
7	Our University library has a reasonable collection of Books in Urdu language.	32 (11.1)	55 (19.1)	74 (25.7)	98 (34.0)	29 (10.1)	3.13	1.169
8	Books in Urdu language on all subjects should be included as textbooks.	28 (9.7)	58 (20.1)	90 (31.3)	79 (27.4)	33 (11.5)	3.11	1.147
9	Books in Urdu languages are not fulfilling the educational requirements.	30 (10.4)	76 (26.4)	72 (25.0)	77 (26.7)	33 (11.5)	3.02	1.88

NOTE: St Dis = Strongly Disagree; Dis A = Disagree; Neut = Neutral; Agr = Agree; St Agr = Strongly Agree; Std. Dev = Standard Deviation and F = Frequency or number

The 11 (3.8%) respondents were strongly disagree that “Importance of Urdu language books on various subjects is decreasing in current era” while 33 (11.5%) disagree, 60 (20.8%) were neutral, 118 (41.0%) agree and 66 (22.9%) strongly agree with the same statement. The 18 (6.3%) respondents were strongly disagree that “Books in Urdu language contain sufficient & useful information” while 15 (22.6%) disagree, 65 (22.6%) are neutral, 150 (52.1%) agree and 40 (13.9%) strongly agree with the same

statement. The 12 (4.2%) respondents were strongly disagree that “It is easier to understand concepts from books in Urdu language” while 45 (15.6%) disagree, 55 (19.1%) were neutral, 109 (37.8%) agree and 67 (23.3%) strongly agree with the same statement. The 23 (8.0%) respondents were strongly disagree that “Books in English & other Languages should be translated in Urdu language” while 29 (10.1%) disagree, 51 (17.7%) are neutral, 129 (44.8%) agree and 56 (19.4%) strongly agree with the same statement. The 13 (4.5%) respondents were strongly disagree that “Libraries should purchase more books in Urdu language on all subjects” while 32 (11.1%) disagree, 86 (29.9%) were neutral, 95 (33.0%) agree and 62 (21.5%) strongly agree with the same statement. The 13 (4.5%) respondents were strongly disagree that “Addition of books in Urdu language in all subjects can enhance academic performance” while 41 (14.2%) disagree, 72 (25.0%) were neutral, 113 (39.2%) agree and 49(17.0%) strongly agree with the same statement. The 32 (11.1%) respondents were strongly disagree that “Our University library has a reasonable collection of Books in Urdu language” while 55 (19.1%) disagree, 74 (25.7%) were neutral, 98 (34.0%) agree and 29 (10.1%) strongly agree with the same statement. The 28 (9.7%) respondents strongly disagree that “Books in Urdu language on all subjects should be included as textbooks” while 58 (20.1%) disagree, 90 (31.3%) were neutral, 79 (27.4%) agree and 33 (11.5%) strongly agree with the same statement. The 30 (10.4%) respondents were strongly disagree that “Books in Urdu languages are not fulfilling the educational requirements” while 76 (26.4%) were disagree, 72 (25.0%) were neutral, 77 (26.7%) were agree and 33 (11.5%) were strongly agree with the same statement.

Response to Research Question 6

The respondents were asked about their satisfaction level with the books available in Urdu language.

Table 4.27

Information about the Users' Satisfaction level about Urdu collection

S.No.	Statements	Very Dissatisfied F (%)	Dissatisfied F (%)	Neutral F (%)	Satisfied F (%)	Very Satisfied F (%)	Mean	St.Div
1	I am satisfied with serial publications (Akhbar-e-Jahan, Family Magazines, Urdu journals etc) in Urdu Language.	19 (6.6)	25 (8.7)	89 (30.9)	119 (41.3)	36 (12.5)	3.44	1.034
2	I am satisfied with information available in Urdu language books.	15 (5.2)	45 (15.6)	76 (26.4)	127 (44.1)	25 (8.7)	3.35	1.015
3	I am satisfied with textbooks available in Urdu language.	14 (4.9)	44 (15.3)	88 (30.6)	120 (41.7)	22 (7.6)	3.32	0.985
4	Availability of Books in Urdu language for leisure reading is sufficient in your library.	27 (9.4)	53 (18.4)	71 (24.7)	107 (37.2)	30 (10.4)	3.21	1.144
5	Books in Urdu language fulfill my needs related to educational requirements.	26 (9.0)	52 (18.1)	85 (29.5)	96 (33.3)	29 (10.1)	3.17	1.119
	I am satisfied with the availability of books in Urdu	33 (11.5)	44 (15.3)	98 (34.0)	103 (35.8)	10 (3.5)	3.05	1.053

language in our library.

NOTE: Std. Dev = Standard Deviation and F = Frequency or number

The 19 (6.6%) respondents were very dissatisfied with the availability of serial publications in Urdu language while 25 (8.7%) were dissatisfied, 89 (30.9%) were neutral, 119 (41.3%) were satisfied and 36 (12.5%) were very satisfied with the same statement. The 15 (5.2%) respondents were very dissatisfied with the availability of information available in Urdu language books while 45 (15.6%) were dissatisfied, 76 (26.4%) were neutral, 127 (44.1%) were satisfied and 25 (8.7%) were very satisfied with the same statement. The 14 (4.9%) respondents were very dissatisfied with the availability of textbooks available in Urdu language while 44 (15.3%) were dissatisfied, 88 (30.6%) were neutral, 120 (41.7%) were satisfied and 22 (7.6%) were very satisfied with the same statement. The 27 (9.4%) respondents were very dissatisfied with the availability of availability of Books in Urdu language for leisure reading is sufficient in library while 53 (18.4%) were dissatisfied, 71 (24.7%) were neutral, 107 (37.2%) were satisfied and 30 (10.4%) were very satisfied with the same statement. The 26 (9.0%) respondents were very dissatisfied that Urdu books fulfill their educational requirements while 52 (18.1%) were dissatisfied, 85 (29.5%) were neutral, 96 (33.3%) were satisfied and 29 (10.1%) were very satisfied with the same statement. The 33 (11.5%) respondents were very dissatisfied with the availability of books in Urdu language in their libraries while 44 (15.3%) were dissatisfied, 98 (34.0%) were neutral, 103 (35.8%) were satisfied and 10 (3.5%) were very satisfied with the same statement.

Response to Research Question 7

Table 4.25

Convenience Language Medium

Convenience language	Frequency	Percent	Cumulative Percent
Urdu	98	34.0	34.0
Valid English	190	66.0	100.0
Total	288	100.0	

The 98 (34.0%) respondents considered that Urdu language medium is convenient for them and 190 (66.0%) participants replied that English language medium is convenient for them.

Findings

This study also explored that on the whole, the public sector libraries from Lahore have in total 1299384 books, 497 journals in print form, 76 magazine, 89 newspapers, 34504 thesis/ dissertation/ projects, 13211 AV material and 18000 other material like “Naqoosh and Letters”. There are so many sub-fields or sub-subjects on which the libraries of public sector of Lahore do not have any material in Urdu language. Three major hurdles are sorted out in this study which are being faced by the Librarian in the collection development in Urdu language. These are change of curricula in English medium; lack of enough space in library and availability of similar information in other language as well as heads and faculty did not pay attention to Urdu language collection development. According to the users’ perception university libraries did not have reasonable collection of books in Urdu language. They were disagreed that books in Urdu language on all subjects should be included as textbooks. User are not satisfied with the available Urdu collection in the university libraries and they believe that university

libraries did not have sufficient Urdu language text books collection which is unable to fulfill their needs related to educational requirements. Results of the study indicate that users feel comfortable with books in Urdu language rather than other languages while they prefer books in English language for academic purposes while Urdu language books for leisure reading.

Conclusion

The conclusions of the study are as follows:

1. Majority of university libraries had Urdu language collection in all subjects in very little quantity which can be considered as nothing.
2. The major hurdles of collection development in the language are explored as curricula in English medium; lack of enough space in library; availability of similar information in other language.
3. Most of the university libraries were unable to develop Urdu language collection because academic heads and faculty did not pay attention to Urdu collection development.
4. Respondents have good perceptions about Urdu language collection of university libraries. They stressed that books in English & other languages should be translated into Urdu language because it is easier to understand concepts from books in Urdu language.
5. As per respondents view point libraries should purchase more books in Urdu language on all subjects because they believed that addition of books in Urdu language in all subjects can enhance academic performance.

6. Majority of the respondents preferred Urdu language books for leisure reading and satisfied with serial publications in Urdu language collection of their university libraries

It was found that most of the university libraries had books, journals, thesis/dissertations/projects and newspapers in Urdu language but did not had AV material in Urdu language

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