



## Collection Building

An analysis of collection development in the university libraries of Pakistan  
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# An analysis of collection development in the university libraries of Pakistan

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## Abstract

**Purpose** – The study aims to explore the factors which influence collection development and management in academic libraries. In libraries and information centres, collection development is considered an essential element of the information life cycle. Collection development and management activities do not emanate from a vacuum. Several factors have a direct bearing on the way in which collections are developed and managed in the academic libraries. These factors are bridges and barriers for effective collection development and management.

**Design/methodology/approach** – An extensive review of the available literature was made to conduct the study.

**Findings** – The study found that several factors have a direct bearing on the way in which collections are developed and managed in the academic libraries. These factors include goals of collection development and management policies and procedures, user needs, collection development policies (CDPs), collection development budgets, collection evaluation to determine the strength and weaknesses of various subjects in the collections, selection of reading materials, formats in which materials are selected, the issues of access versus ownership, cooperative collection development, resource-sharing programs and legal issues in collection development and management.

**Originality/value** – This study provides an overview of various factors that influence collection development activities in the academic libraries. It provides an insight for the selectors of library resources to take these factors into account for building effective collections in the academic libraries of Pakistan and abroad.

**Keywords** Pakistan, Academic libraries, Collection management, Collection development, Factors influencing collection development and management in the academic libraries, University libraries in Pakistan

**Paper type** Literature review

## Collection development

In libraries and information centres, collection development is considered an essential element of the information life cycle. Nevertheless, the actual reflections that converge in it are one of the most significant processes in the effective performance of any unit of information (Vignau and Meneses, 2005). Collection development is the most important factor for library quality and among the most expensive aspects of library operations (Adams and Noel, 2008). Reitz (2013) describes collection development as the process of planning and acquiring a balanced collection of library materials over a period of years, based on an ongoing assessment of the information needs of the library's clientele, analysis of usage statistics and demographic projection. According to Feather and Sturges (2003), collection development is "the process of planning a library's program for acquisitions and disposals, focusing on the building of collections in the context of the institution's collection management policy". Evans and Saponaro (2012) refer to collection development as "the process of identifying the strengths and weaknesses of a

library's materials collection in terms of patron needs, community resources, and attempting to correct existing weaknesses if any".

Collection development is a universal process for libraries and information centres. Collection development, as a process, is composed of six major components, community analysis, selection policies, selection, acquisition, de-selection and evaluation (Evans and Zarnosky, 2004; Evans and Saponaro, 2005, 2012). Figure 1 illustrates these six components in graphical form.

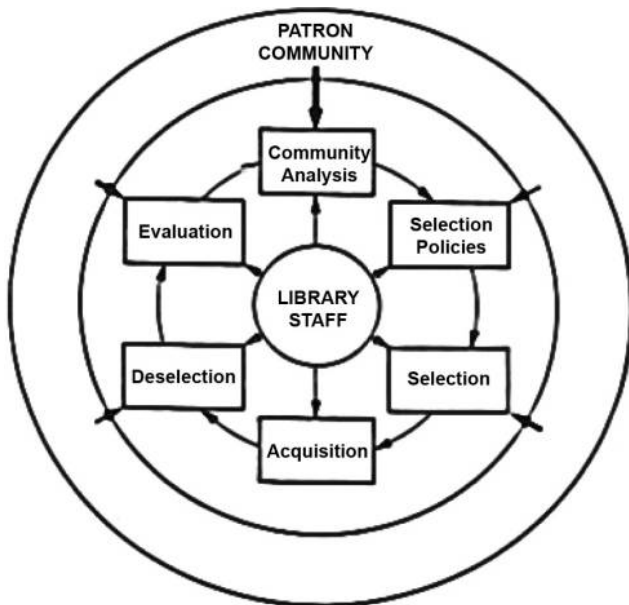
In terms of functional aspects, various researchers have described the collection development process in different ways, depending upon their own libraries' environment. However, the review of literature shows that Evans' model of collection development has been a prototype design for all. Most of the researchers and experts have mounted their postulates and descriptions of collection development process on his model. To mention a few, Kasalu and Ojiambo (2012) who describe collection development process, including analyzing users' needs, establishing a collection development policy (CDP) framework, selection, acquisition, collection evaluation and de-selection. According to Johnson (2014), the collection development process includes selecting materials, CDP, collection maintenance, budget, users' needs assessment and collection evaluation. She also includes

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**Figure 1** Collection development process

**Source:** Evans and Zamosky (2004); Evans and Saponaro (2005, 2012)

cooperation and resource sharing in the process of collection development. Van Zijl (2005) lists community analysis, developing collection development, policies, critical selection, format selection, acquisition, collection analysis and evaluation and weeding and evaluation of the external infrastructure for resource sharing and duplication avoidance as the crucial elements of collection development process.

Based on the review of literature, collection development can be described as polices, standards and guidelines, whereby information resources (traditional or digital) are selected and acquired with the view to developing a balanced, easily accessible collection of information resources which will meet the information needs of all users' community of that collection.

The literature on collection development is vast. Some of the studies were conducted by Khan (2015), Khan and Bhatti (2015), Hussain and Abalkhail (2013), Sivathaasan (2013), Kasalu and Ojiambo (2012), Khan (2012), Mangrum and Pozzebon (2012), Khan and Zaidi (2011), Okello-Obura (2010), Kassim (2009), Mallaiah and Gowda (2009), Adams and Noel (2008), Howard (2007) and Seneviratne (2006).

### University libraries in Pakistan

Pakistan is a South Asian developing country that came into existence on 14 August 1947, as a result of the partition of British India. According to the census report of 1998, the total population was 135.57 million which has increased to 186.5 million in 2014 (Census Organization, 2014). Pakistan is basically an agricultural country, where 75 per cent of the population lives in villages with agriculture as the main source of livelihood. Pakistan is a multi-ethnic and multi-linguistical state where Urdu is the national language and English is the official language. The literacy rate of Pakistan is 50 per cent. Politically, Pakistan is a federation of four provinces (Punjab,

Sindh, KPK and Baluchistan) and the Federal Capital Area of Islamabad. Administratively, the provinces are made up of divisions, districts and sub-divisions.

At the time of Pakistan's birth, there were only two university libraries, that is, University of the Punjab and Sindh University, Hyderabad. Presently, there are 173 chartered universities in the country both in the public and private sector ([www.hec.gov.pk](http://www.hec.gov.pk)).

The objectives of the university libraries are to support the academic programs of the university by providing relevant information to the user community to fulfil the institutional mission and to achieve academic excellence (Nkamnebe *et al.*, 2014). However, local literature depicts a gloomy picture of university libraries in Pakistan. Lack of organized library services and devotion on the part of library and information science (LIS) professionals (Bhatti and Chohan, 2013) has been the main deterrents due to which the importance of a library as "central organ of the university" or a "core agency" has not yet been recognized in its true sense in Pakistan (Haider, 2003). However, Bhatti *et al.* (2014) observed that after the establishment of the Higher Education Commission of Pakistan (HEC) in 2002, the scenario of university libraries has improved.

### History of university libraries in Pakistan

The history of university libraries in Pakistan goes back 99 years when the University of the Punjab was established by a Special Act of Incorporation by the Government of India in 1882. In fact, this was the fourth university established in the sub-continent after Bombay, Calcutta and Madras which was established in 1857. Until 1904, these universities remained only affiliating and examining bodies. They did not direct teaching work, but contented themselves by testing the educated in affiliated colleges. The Indian Universities Act of 1904 made an important change and enlarged the function of the universities from merely examining bodies to teaching institutions. It laid down:

[...] the provision for the instruction of the students, with power to appoint university professors and lecturers, to hold and manage educational endowments, to erect, equip and maintain university libraries, laboratories and museums (Akhtar, 2007).

This enabled the establishment of the first university library in this part of the sub-continent in Lahore at Punjab University in 1908. The Punjab University remained the only university up to 1947 when Sindh University was established on 14 April 1947 at Karachi, and shifted to Hyderabad in 1951 (Hanif, 1981).

The first university established following the birth of Pakistan was the University of Peshawar in 1950, but its library was not established until 1951. The University of Karachi was established in 1951, but its library was established in 1952 (Akhtar, 2007). Most of the university libraries in Pakistan were established in the same year as the relevant university.

Whenever a university is planned to be established, development of the library is undertaken before anything else. However, in 33 per cent of Pakistani universities, the importance of the library was not perceived by the academic planners, which has been quite a serious shortcoming (Ali, 1992). The public sector universities in Pakistan are financed and supported by the Government through HEC, while

private universities are managed and supported by private organizations and individuals. However, HEC also provides funds to private sector universities.

### Administrative structure of the university libraries in Pakistan

Universities in Pakistan have administratively different library structures, such as:

- a central library plus independent subject libraries attached to the departments, institutes and colleges on campus;
- a central library with small seminar or reference libraries in department and institutes; and
- only a central library (Khan and Bhatti, 2012).

Akhtar (2007) observed four types of organizational models adopted by the university libraries in Pakistan. These are:

- 1 a strong central library;
- 2 central library with branch/campus libraries;
- 3 decentralized library service, with no co-ordination with central library; and
- 4 central library along with the departmental/seminar libraries.

Khan (2015) discovered in his study that both centralized and decentralized university library structures exist in Pakistan. Bhatti (2003) and Ameen (2004) in their doctoral study found that in most of the cases, the authority regarding financial grants, administrative and policy decisions in relation to the running of the central library system lies in the hierarchy of syndicate, academic council and library committee. A library committee usually consists of a chief librarian and nominees from the syndicate, academic council, faculty and administration. The internal management is the responsibility of the chief librarian. However, none of the universities had formed a library committee. These libraries have had collections based mainly on books and serial publications like newspapers, magazines and journals. Nonetheless, the scenario has changed recently with the establishment of the Program for the Enhancement of Research Information (PERI) in 2004 by the HEC with the help of International Network for the Availability of Scientific Publications (INASP), Oxford. The ultimate goal of INASP is to provide assistance to the developing and transitional countries in information production, access and dissemination by using information and communication technologies (ICTs) in addition to improve the production and dissemination of national and regional research (Said, 2006).

The HEC-National Digital Library Programme (HEC-NDL) is the showcase of PERI application by HEC in Pakistan. The application of PERI in terms of HEC-NDL has helped the scholarly community of Pakistan tremendously in producing quality research. Previously maintaining an expensive, foreign research journals collection was a big problem for university libraries in Pakistan. End-users' desktop access to full-text quality journals and other resources has significantly enhanced the research output, and is considered a big support to research programs of all universities (Bhatti *et al.* 2014).

Besides developing digital content at local level, the growth of well-maintained websites is also on the rise in the university libraries of Pakistan. Currently, most of the university libraries have uploaded their basic introductions on the university's home page. Apart from it, university libraries are also striving hard to create web OPACs (Mahmood, 2008).

Compared to other type of libraries, university libraries in Pakistan are in a better position in meeting standards of professional, financial, knowledge and other material resources. The status has further improved after the active role of HEC in providing grants for ICT-based infrastructure development in the universities. It appears that the future of university libraries in Pakistan is bright if higher authorities keep supporting them (Bhatti *et al.*, 2014; Bhatti and Nadeem, 2014).

### Factors influencing collection development and management in university libraries of Pakistan

There are several factors that influence collection development and management activities in the academic libraries. These factors include users' community, users' needs, CDPs, collection development goals and objectives, selection procedures, format of materials, acquisition management, gifts and donations, fiscal management, access management, marketing of collection, collection evaluation, weeding, preservation and conservation of collection, cooperative collection development and resource sharing. Evans and Saponaro (2012) and Gregory (2011) list these influential factors as: information on needs assessment, CDPs, selection procedures, type and format of materials, acquisition, fiscal management, de-selection, collection evaluation, resource sharing, collection protection and legal issues. Sivadas (2012) divides these factors into two broad categories, that is, internal factors and external factors. According to him, internal factors include: the institution's missions and objectives, purpose of the library, the users' community, the present collection and the available resources. External factors contain the government policies, economic conditions and financial support to the institution, academic environment and publishing, users' attitude towards various types of formats and their information seeking and their attitude towards education.

### Users' needs assessment

The mission and goals of any library revolves around meeting the informational, educational or recreational needs of its clientele. In libraries, users' needs assessments are usually carried out for collection development. However, libraries also do needs assessments for improving various library services, building arrangements and for administrative purposes (Gregory, 2011). Knowledge of serving the community is the keystone of effective collection development and management policies and procedures. Evans and Saponaro (2012) state that library services and collections should be developed based on an understanding of the service community's information needs and wants. Therefore, the more the collection development staff knows about the work roles, general interest, education, information and communication behaviour, values and related characteristics of the potential



library users, the more likely it is that the collection will be able to provide the necessary information when it is needed (Gregory, 2011). Data collected about library users are a valuable source for policy formulation, selection decisions and evaluation projects.

Building collections which fail to satisfy the information needs of users would be a futile exercise. It is thus essential to ascertain such needs continuously to anticipate users' needs effectively. For the purpose of developing CDPs and procedures, it is necessary to study the primary users of the collection, and to find out if there is information routinely sought on a particular topic by researchers and academics. Many researchers (Gregory, 2006, 2011; Evans and Saponaro, 2012 and Johnson, 2014) suggest users' needs assessment survey. However, there are other tools which can also help to provide the necessary information. These tools may include 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.

Despite the importance of users' needs assessment in the academic libraries, it is a neglected area in the university libraries of Pakistan (Khan, 2015). Both administration and library professionals are not conscious of the users' needs assessment in the academic libraries (Ameen and Haider, 2007a). Though, some informal techniques like statistics on the issues and return of library materials or a suggestion register are used to get users' feedback on library collection, formal users' needs assessment projects and using their results for planning future collection development and management strategies is not practised in the university libraries of Pakistan. The study of Khan (2015) found that user' needs assessment projects in the university libraries of Pakistan are influenced by various factors, including lack of budget, lack of cooperation from faculty, students, administration and lack of policies and resources and acquiring foreign materials, lack of reputed vendors and inflation. However, the study found that bad economies of university libraries of Pakistan has been the most significant and influential factor.

### Collection development policies

CDPs serve as blueprints for the operations of a library. Through these, policies libraries carry out their central tasks of acquiring, organizing and managing library materials (Gregory, 2011). CDPs have proven valuable for many collection development and management librarians. Various authors have defined CDP according to their own perspective. However, Harte (2006) observed that there is no agreed definition of CDPs in the literature.

Reitz (2013) defines CDP as:

[...] a formal written statement of the principles guiding a library's selection of materials, including the criteria used in making selection and de-selection decisions (fields covered, degrees of specialization, levels of difficulty, languages, formats, balance, etc.) and policies concerning gifts and exchanges. An unambiguously worded CDP can be very helpful in responding to challenges from pressure groups i.e. faculty and administration.

Kennedy (2006) describes it "as written statements of the policies intended to govern the activities of a library in regard to its collection". Johnson (2009) states that CDPs provide

guidelines within which the library selects and manages its collection. These guidelines are a contract between the library and its community, supplying a framework within which complex decisions are made with consistency and reason.

The precise purpose of CDPs vary according to the characteristics of the library in question as noted by Harte (2006). The review of the relevant literature shows that the primary purpose of written CDPs are to provide guidelines for selecting library materials; describe steps on weeding (de-selection), retention, preservation and archiving; help in identifying gaps in the existing collections; and provide orientation to new staff. Lorenzen (2009) views CDPs as planning tools which guide selectors, and ensure consistency in the policies and procedures of collection development and management. Hoffmann and Wood (2005) consider CDPs as communication instruments with the users, staff and administrators, and with other libraries and institutions.

The majority of the scholars and researchers favour written CDPs (Evans and Saponaro, 2012; Johnson, 2014, 2009, and Gregory, 2011); however, some authors indicated problems surrounding the use of CDPs in academic libraries. According to Snow (1996), CDP is a theoretical and intellectual guide to selection, rather than a practical one. Moreover, CDPs are inflexible and unresponsive to change. If the policy is not constantly revised, then it loses any value it might have had which is again a difficult job. Similarly, Gregory (2011) also noted that in addition to print materials, there has been a rapid infusion of electronic resources which have strained the rules and guidelines typically found in current CDPs related to printed materials.

The literature shows numerous references in support of CDP; however, the studies of Khan (2015) and Khan and Bhatti (2015) found that a vast majority of academic libraries in Pakistan do not have such a document to meet the challenges and community needs in a more effective manner. To meet the challenges of collection development in the present era, academic institutions are formulating and updating their CDPs; however, academic libraries in Pakistan are far behind in this regard. It is a seriously neglected area in local librarianship. Ameen (2006) narrates that the evolving environment has enhanced the importance of CDPs in the academic institutions; therefore, it is imperative for the academic libraries in Pakistan to develop their CDPs to meet the challenges of collection development and mission of the library, which is to serve the academic and research needs of the community in the best possible manner, keeping in view the current hybrid option. Haider (2007) is also of the opinion that many issues of academic libraries in Pakistan can be minimized through the formulation of written CDPs. The studies of Khan (2015), Ameen (2006) and Ameen (2004) found that library professionals in Pakistan are committed to initiate the formulation of written CDPs, but they need encouragement, training and proper guidance in this regard. The study of Khan and Bhatti (2015) observed that in the absence of written CDPs, university libraries in Pakistan are missing an opportunity to provide clarity and consistency to their collection development strategies, internal workflows and external communications.

## Collection development budgets

Without funding, most library collections would be relatively small, consisting of items individuals no longer wanted and probably of little value to other people. With funding, the potential is almost unlimited, if used wisely and properly. This is how money spent on materials for the collection constitutes the second largest expense category for the libraries (Evans and Saponaro, 2005).

Academic libraries within the universities are the gateways to information. In line with the new challenging roles, the vision and mission of academic libraries has altered to meet the requirements of the era in the field of research. Taking notice of this situation, Rasul and Singh (2010) observed that academic libraries are now paying greater attention to fulfil users' needs and support institutional missions and objectives by developing appropriate policies, making funds and providing facilities for research. However, in the past few decades, academic libraries within the universities have had difficulties in keeping up with users and institutional expectations and demands due to budget constraints. There is an overall down trend in the world's economy, compelling governments to impose financial cuts on libraries. The information explosion has further placed an increased pressure on the already stretched financial resources of libraries. Users' demands for new information and materials have been growing, and they want information sources in a faster and convenient way. Rowley and Black (1996) noted that academic libraries are striving to continue to do what they did in the past and even do more with no additional resources and financial support. However, among the greatest problems faced by academic libraries are that collection development programs for published materials cannot be brought to fruition due to the high rate of inflation, escalating costs of print journals and books, declining funding from the parent institution and the vast range of formats needed by the users and researcher (Fourie, 2001). Evans and Saponaro (2012) also noted constant pressure on the materials budget of academic libraries due to rising rate of inflation.

In the current era, as more emphasis is placed on providing access to information, the scope of the collection development budget has expanded over time. Nowadays, modern academic libraries not only spend on acquiring print material but also subscribe to online resources and pay for their copyright fees, license agreements, document delivery and other relevant issues (Ford, 1999). This situation has also increased pressure on the financial management of academic libraries.

The problems of budget for academic libraries in an underdeveloped country like Pakistan are severe. Local literature shows that poor finance has been the major obstacle in providing proper library services. Various formulas for allocating funds to academic libraries have been recommended in Pakistan. Majority of the researchers suggested a small share of 5 per cent in the institutional budgets. To mention a few, Donovan (1974 and 1984), Sabzwari (1985), Khan and Kazim (1987) and Khurshid (1987) recommended 5 per cent share for libraries in the total university budget. Qureshi (1982) and Khan (1991), in their doctoral studies, recommended 6 and 10 per cent shares, respectively, in the university budget for libraries. However, none of these recommendations could be implemented

because of the negative attitude of authorities towards libraries. Ali (1992) noted that almost all universities in Pakistan allocate less than 5 per cent of their total budgets for libraries. Similarly, based on a financial survey of 14 libraries, Khan (1995) also found that the average amount assigned to a university library is hardly 3 per cent of the overall budget of the university. Mahmood *et al.* (2005) in their study found that the university library's share in the total institutional budget ranges between 0.3 and 9 per cent. Studying the annual fund allocations of ten university libraries in Pakistan, Mahmood (2009) found that funds to the libraries are provided without any standard formula.

Internationally, Association of College and Research Libraries (ACRL) has been providing standards and guidelines for academic libraries. Association of College and Research Libraries promulgates standards and guidelines to help libraries, academic institutions and accrediting agencies to understand the components of an excellent library. These standards, guidelines and model statements are reviewed and updated by the membership on a regular basis. In their latest "Standards for Libraries in Higher Education" approved by the board of ACRL directors in 2011, no prescribed formula is given for the size of academic library budgets. Instead, libraries are advised to compare their budgets with those of similar institutions, that is, "Section 7.4: The library's budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs p.13" (ACRL, 2011). Previously, ACRL recommended 5 per cent in 1959 and 6 per cent in 1986 (ACRL, 1959; Moris, 1986). However, Moris (1986) was in favour of the high percentage than what was prescribed by ACRL for libraries to overcome past deficiencies or to meet the needs of their new academic programs.

Unfortunately, in Pakistan, standards have not been developed for budget allocations at the association level on the pattern of ACRL for academic libraries. Though, literature depicts some individuals' opinions and recommendations in this regard. Earlier, Pakistan Library Association (PLA) recommended standards for college libraries (Malik, 1983). However, Khan and Bhatti (2014) observed that development of library-related standards, including library finances, have been the main challenge for PLA. In the absence of local standards, academic libraries within the universities do not hire or follow international standards too. This was also noted by Mahmood *et al.* (2005, 2006) in their studies that universities in Pakistan do not follow any national or international recommendations for library funding. They further discovered that funds to the academic libraries are provided without any formula. Though literature reveals that over the years, individuals, library organizations and committees appointed by the government have suggested various formulas, none of the recommendations was implemented.

As academic libraries in Pakistan endeavour to develop collections that can support their academic programs and research, it is imperative that sufficient funding be provided to accomplish their objectives. A standing committee, as suggested by Shafique and Mahmood (2008), should be developed by HEC, comprising PLA representatives, LIS

faculty members and senior library professionals to develop standards for academic libraries on the pattern of ACRL.

## Collection evaluation

Collection evaluation is the most important measure of collection development (Agee, 2005) which provides quantitative feedback for improving future collection development (Carrigan, 1996). Collection evaluation helps to build a balanced and relevant collection of materials according to the information needs of the users' community. Many researchers consider that collection evaluation is among the core missions of libraries to ensure that they are meeting the information needs of the user, and that they support the educational mission of the parent institution (Henry *et al.*, 2008).

In the wake of electronic and digital resources, where libraries access or own them, collection evaluations have become increasingly important in such situation (Dobson *et al.*, 1996). Information professionals need to be aware of the current holdings of their libraries so that they are in a better position to make decisions regarding the inclusion or withdrawal of information products.

LIS professionals may use several techniques for evaluating collections to gain the most meaningful insights possible (Wallace and Van Fleet, 2001). Agee (2005) suggested three major approaches for collection evaluation:

- 1 user-centred evaluation;
- 2 physical assessment; and
- 3 specific subject support.

User-centred approach is a good method to determine how well the library meets the information needs of the users' community. This approach can not only be applied for print materials but also be used as a powerful tool in the library online management system. User-centred approach provides the best insight for evaluating collection use. Physical assessment involves a subject specialist, who manually pulls monographs from the shelves and determines if the items should remain in collection or otherwise. This approach is also called collection-centred approach. According to Feather and Sturges (2003), the key to this approach is human, labour and judgment. Physical assessment is a good indicator of the condition of the overall collection. In this approach, useful information about collection is collected which includes physical condition of binding and pages, copyright dates, language, number of copies, density of titles in the classification area and other information. This approach provides an excellent opportunity to list books for de-selection. Moreover, it gives LIS professionals an opportunity to develop an overall awareness of the collection. In the last assessment approach "assessment of specific subject support", a focus is made on subjects included specifically in the institution's mission statement, in library's CDP or in circulation patterns and users requests.

The literature on evaluation can be grouped into two camps – traditional (criteria based) and new (usage based) – with the majority of published articles looking at either collection development for print resources or collection development for electronic resources. The traditional methods of collection evaluation are not a good fit for the current

information and technology environment because of changes in the balance of resources, usage and the philosophy of collection management (Borin and Yi, 2008).

Despite much advocacy on the need and importance of collection evaluation, it is a neglected area in the academic libraries of Pakistan. Both administration and library professionals are not conscious of the need of collection evaluation in the academic libraries. The doctoral study of Khan (2015) and the study of Ameen (2010) noted that academic libraries in Pakistan are still focusing on raising the size of collections, which means the phenomena of the "bigger the better" still prevails in the university libraries of Pakistan. Apart from it, there has been no accountability regarding the utility or effectiveness of collections by the higher authorities. Local literature in Pakistan does not demonstrate any evidence of the practice of making formal evaluation of collections in the academic libraries.

## Responsibility for selection of reading materials in academic libraries

The responsibility of selection "who shall select the resources" is considered a central question related to selection policies and procedures. The phrase "who selects" is a fundamental issue in the process of collection development (Ameen and Haider, 2007b). Collection development is a joint venture of faculty and library staff in academic institutions which should be clearly mentioned in the manifesto of academic libraries (Van Zijl, 2005).

The literature on "who shall have the authority for selecting library materials" can be grouped into two camps. One group believes that library professionals carry the final responsibility for selection, being technically sound and skilled, whereas the latter is of the opinion that authority of final selection rests with the faculty members because they know much about their subjects and students' needs. However, 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; Gordon, 2000).

Apart from faculty and library professionals participation in the process of selection, another important group is the research scholars who participate actively in the process of selection. Atkinson (1998) noted that library users, especially research scholars, are increasingly involved in the selection of library materials. The participation of this group in the process of selection has increased in the aftermath of the present online environment where users' expectations of what can and should be included in their libraries have been stimulated. Today's research scholars are aware of what is available in their field of study, and are increasingly re-appropriating the role of selector of library materials.

Academic libraries in Pakistan spend a large portion of their funds on buying books, followed by serial publications like newspapers, magazines and journals. The faculty members play a major role in the selection of books for purchase, while library professionals select most of the reference materials. Their role is merely of facilitators, providing faculty members catalogues, booklists or books on approval. The role of research scholars and students in the process of books selection is considered of little importance. Library



professionals generally consider that faculty is well aware of students' needs; therefore, they can select titles for students and themselves. The major role of faculty in the process of selection of library materials creates serious problems. They usefully remain busy in their educational and administrative engagements, and do not consider it as their major responsibility and, therefore, take long to make selection decisions. By the time LIS professionals get approval from faculty, they hardly get the required quantity of books on the approval list because the titles are gone out of stock in the market by then (Ameen and Haider, 2007b).

The review of local literature demonstrates that academic libraries in Pakistan are still following conventional selection practices. Neither faculty nor library professionals have a balanced role in the selection process. This has been affecting the timely supply of materials and the acquisition process. Various studies stress the need for better liaison among faculty, library staff and vendors for quality and in-time selection in the academic libraries of Pakistan (Khan, 2015).

### Formats in which materials are selected

Traditionally, academic libraries collect materials primarily consisting of printed materials, both books and journals. Some libraries also collect audio video materials. The revolution of emerging technologies has completely altered the conventional library system. This has been changing the landscapes of librarianship. There has occurred a dramatic shift in the formats in which information is offered to the library users. CD-ROM, e-journals, e-books and the Internet are relatively recent developments. Singh (2004) and Van Zijl (2005) also observed this diversification in the range of electronic formats due to the emergence of new technologies.

The new digital media has changed the paradigm of information provision. The emergence of each new format of information carrier and its inclusion in the traditional library has raised the discussion on the change phenomenon in librarianship and how to deal with it. Review of literature shows that users are increasingly relying upon sophisticated technologies for accessing their required information and communicating and sharing research outputs. Though the acceptance of electronic books is comparatively slow than that of electronic journals, both are gradually gaining popularity.

The present economic crunches and rising costs of materials have made electronic resources and networking more appealing. Library and information professionals are now relying more on online systems and electronic databases to satisfy users' needs instantly. However, these changes are taking place so rapidly that determining which format to buy and which is cost effective is a daunting task. Gyeszly (2001) stated that the escalating cost of electronic journals, books and databases available alongside traditional media will soon force library professionals to make decisions between electronic and print resources.

This multiplicity of documents format due to technological developments has made the task of collection development more challenging and complex. The proliferation of information sources in various formats (digital and non-digital) carrying different types of contents (scholarly,

reference and research) has produced a number of implications for collection development in the academic libraries of Pakistan. However, there is a silence of local literature in this area. Handling the hybrid character of collections in the academic libraries is still a fundamental challenge in the area of collection development in the university libraries of Pakistan.

### Access versus ownership

The emergence of ICT has repositioned the frontier of academic library resources, operations and services as well as users' expectations. This has made academic libraries to struggle to keep their place as a major source of inquiry. Digital technology has not only revolutionized the way information is packaged, processed, stored and disseminated, but also how users' seek and access information. Before the advent of ICT, academic libraries were the sole custodians of information, which was predominantly in print. But in the present era, they can no longer restrict themselves to print resources because electronic information is challenging their monopoly. Under these circumstances, academic libraries can maintain their place by serving as an access point to both print and electronic resources (Anunobi and Okoye, 2008).

"Access versus ownership" is a familiar phrase in current library literature. The basic discussion of the concept of access versus ownership centres around the crises in material acquisition in academic libraries and the technological forces driving resource sharing. The contributing factors to the perceived crisis in academic libraries are rising prices, declining budgets and increased scholarly production (Truesdell, 1994).

The library profession is currently facing a dilemma that could ultimately affect the future of libraries and librarianship. In this rapidly changing age of technology, the traditional view of libraries as "warehouses of information" is being challenged by the more modern view of them as "providers of access to information". A conflict has emerged between those in the profession who believe ownership of information is most important and those who consider access to information the most important. It would seem that every library must make a choice between the two. However, there is a third option that could possibly satisfy everyone as well as ensure that libraries continue to be viable and important information centres in the future. This, according to Kane (1997), is the "access and ownership" view.

It is, therefore, important to take several collection development issues into consideration when deciding between access, ownership or a combination of both. The discussion of access versus ownership is persistent in current library literature. Many contributors to the literature continue to question whether access can perform well enough to substitute for ownership (Truesdell, 1994).

The review of literature depicts three opinions of experts. The first groups called the "futurists" whose views are technology driven and are of the firm belief that libraries will be non-existent in the near future. In their point of view, there will be no books and no print formats. Everything will be accessible through computer, and library professionals will no longer be needed. The next group of experts is of a traditional



view. They believe that libraries will continue to exist as long as there are people who look for knowledge. The last group of experts is of a moderate approach and in favour of both "Access and ownership".

There are authors who support the last group of experts and believe that it is not necessary to choose between access and/or ownership; rather, the future of libraries can be made stronger by a delicate balance between the two. Information owned and information accessed will become partner and complement and build on one another, transforming libraries into dynamic information centres of the future.

Pakistan is a developing country with traditional library systems in the academic institutions. There is a high need for broad change to improve resources in academic libraries. Latest advances in computer applications and the ever-changing patterns of ICT have brought tremendous changes in the way information is generated, stored, organized, accessed, retrieved and utilized in the academic libraries. These developments have forced libraries and information centres to reposition their frontiers to provide users with better and fast access to the vast array of information resources they need. The applications of ICT has become an integral part of academic libraries that provide opportunities to the end users to access a wide range of updated, authentic and unlimited sources of information independent of time zones and geographical location. Such developments have not only increased the ability to access, store and process information within the libraries, but also brought significant changes in the concept, organization, functioning and management of libraries and information centres (Kumar and Reddy, 2014; Peyala, 2011).

The proliferation of electronic resources and the Internet has placed a profound influence on the academic libraries and their environment in Pakistan (Haider, 2007). The concept of "access versus ownership" is somehow new in this part of the world. However, local literature depicts that library professionals in Pakistan are more inclined towards ownership than access. Before the establishment of HEC Digital Library in 2004, some academic institutions subscribed electronic resources. However, subscriptions in this case provided only access rather than ownership (Ameen, 2005). Haider (2004) noted that in this case, libraries would remain empty handed after the subscription was over. The issues of collection development in respect of electronic resources in academic libraries have been controlled by HEC Digital Library. The electronic resources of HEC Digital Library are centrally subscribed, and are made available free of cost to the universities and institutes of higher learning in Pakistan (Said, 2006), which helps them to access their required information without subscription.

### Cooperative collection development

Escalating material costs combined with budget constraints and increasing numbers of volumes published are leading libraries to depend more on other libraries and source centres to meet user needs and expectations. Library cooperation is an important part of collection development and management activities. The ability to leverage funds

through cooperative purchasing and shared storage facilities and to offer library users access to the world's vast information resources are powerful forces toward cooperation (Johnson, 2009).

Cooperative collection development is:

[...] the sharing of responsibilities among two or more libraries for the process of acquiring materials, developing collections, and managing the growth and maintenance of collections in a user-beneficial and cost-beneficial way (Branin, 1991).

The umbrella term used in the mid-1980s was resource sharing, and applied broadly to cooperative cataloguing, shared storage facilities, shared preservation activities, inter-library loan (ILL) and coordinated or cooperative collection development (Kaiser, 1980). The goal of cooperative collection development and management is to improve access to information and resources by maximizing the use of those resources and leveraging available funding (Johnson, 2009).

Academic libraries have the largest reservoirs of knowledge of information sources. In a networked environment, these libraries are developing digital consortium in the developed and developing countries to serve their users in an efficient and economical way. However, this situation is grave in a developing country like Pakistan. The importance of library cooperation in a developing country like Pakistan cannot be overemphasized. However, this culture has not taken root. Haider noted the non-existence of cooperation among the university libraries of Pakistan as early as in 1974. Ameen (2008) while studying barriers in collection sharing among the university libraries of Pakistan found that despite ICT facilities in the university libraries of Pakistan, there is hardly any practice of resource sharing in a formal manner. Her study found that there are strong technical, procedural and psychological barriers in developing a formal resource-sharing program in the university libraries of Pakistan.

Local literature depicts that the main reasons behind that absence of resources-sharing programs in Pakistan are: paucity of resources, lack of finances and absence of bibliographic and physical accessibility to limited resources. Previously, LABNET and MART projects were initiated in Pakistan in the field of business and agriculture, but could not be implemented due to the absence of proper planning (Haider, 2003). To establish cooperative collection development programs in the university libraries in Pakistan, there is a need for developing standards. This can only be done by the national library associations and organizations in collaboration with provincial and regional library associations. Khan (2015) in his doctoral study found that the reason for not carrying out weeding or conducting weeding on limited scale has been the absence of weeding rules, opposition from faculty and administration, lack of budget and human resources. Apart from it, the size of collection and space of libraries were also among the important factors for weeding, because most of the libraries had adopted it to overcome space-related issues which confirm Johnson's (2009) statement that weeding is usually done to maximize space and improve library's collection and services.

## Weeding

Weeding is the process of removing materials from the active collection for withdrawal or transfer. Alternately, this activity is referred by many terms, such as “pruning”, “thinning”, “culling”, “de-selection”, “de-accession”, “relegation”, “de-acquisition”, “retirement”, “reverse selection”, “negative selection” and “book stock control”. Weeding is the most undesirable and the most important and challenging task for libraries (Johnson, 2009; Covey, 2002). Many researchers consider weeding the result of evaluation. However, it is not necessary that collection evaluation is done for weeding purposes only. According to Gregory (2011), collection evaluation does not necessarily imply weeding. Academic libraries can assess specific subject collection to develop it for research purposes. They can also perform it for accreditation and recognition purpose prior to the visits of affiliation-granting institutions.

Despite much advocacy by prominent authors like Evans and Saponaro (2012) and Johnson (2014), library professionals in universities avoid weeding to prevent controversies from faculty and administration. It is evident from the literature that the importance of evaluation of print and electronic resources is gradually taking place in the developing countries like Pakistan. The main reason for this is the accountability of university libraries to their parent institution. However, one thing is important that productive evaluation needs extensive hard work. There is some official provision for weeding in the university libraries of Pakistan, provided by HEC. However, the studies of Khan (2015) and Ameen and Haider (2006) found that systematic rules for weeding out library materials do not exist in the academic libraries of Pakistan. Ameen (2004) while surveying 30 university libraries found that only 8 were engaged in weeding out reading materials at a minimal level. She also found that as academic libraries can house more materials and as library professionals are still stuck to the collection building mindset, they do not take any risk in this regard to weed out library materials. Similarly, Khan (2015) also noted that the reason for not carrying out weeding or conducting weeding on limited scale in the university libraries of Pakistan has been the absence of weeding rules, opposition from faculty and administration, lack of budget and human resources. Apart from it, the size of collection and space of libraries are also among the important factors for weeding, because sometimes university libraries adopted it to overcome space-related issues.

## Legal issues in collection development

Legal issues are always implicitly or explicitly connected to collection development activities. The most obvious areas are copyright and licensing. These concepts have become more important as more and more collection materials are received or made available in electronic form. In this connection, Digital Right Management (DRM) software and hardware also present important question for the collection development staff (Gregory, 2011).

According to Minow and Lipinski (2003), information professionals are facing legal issues in the collection development on a regular basis. Evans and Saponaro (2012,

2005), and Evans and Zarnosky (2004) have given a detailed account of legal issues and its importance in collection development. They state that copyright laws impose some limitations on the use and reproduction of a document. But cooperative collection development efforts, photocopying of printed materials and the use of electronic resources have created some challenges for collection development and management in the academic libraries. Complying with copyright, licensing and related issues like plagiarism has been a major challenge for the academic libraries in Pakistan. Intellectual Property Rights (IPR) has created an alarming situation for library professionals and researchers in Pakistan, as noticed by Warriach and Tahira (2009). However, this issue has been solved by the HEC Digital Library program. HEC Digital Library centrally subscribes to the online literature of international publishing houses for Pakistani institutes and organization. So far after the establishment of HEC Digital Library, no violation of IPR has been reported nationally or internationally.

## Conclusion

It became apparent from the above discussion that various factors affect collection development activities in the university libraries of Pakistan. These include dwindling budgets, absence of standards, absence of CDPs, lack of assessments of users and collections, insufficient coordination between faculty and LIS professionals, fast growth of electronic resources, application of ICTs, inactive role of library association in the formulation of standards, absence of consortial plans and alternative plans. The review of local literature shows that university libraries in Pakistan develop their collections in isolation, mostly comprising books and journals. To support instruction and research, 90 per cent of books and other reading materials are imported from abroad, mostly from the USA and UK. Moreover, the nature of acquisition of library materials is collection-centred instead of users-centred. Teaching faculty plays a major role in the selection of library materials for purchase, while LIS professionals' role is merely of facilitators, providing them catalogues, booklists or books on approval. However, neither faculty nor LIS professionals have a balanced role in the selection process which affect the in-time supply of materials and acquisition process. Subscriptions to online resources provide only access rather than ownership. Libraries face problems when the subscription is over. However, this issue has been controlled by HEC Digital Library program since 2004. The electronic resources of HEC Digital Library are made available free of cost to the universities and institutes of higher learning in Pakistan, which helps them to access required information resources without any subscription.

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