

USE OF LIBRARY AND INTERNET RESOURCES BY URDU SCHOLARS AND POSTGRADUATE STUDENTS IN KASHMIR VALLEY: A SAMPLE SURVEY

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ABSTRACT

The Information and communication technology has witnessed a rapid growth and has changed the old idea of libraries from traditional form to digital form. Information Technology has connected the world including students with well known great scholars of the world with each other disregarding time, place and distance. In today's world the most popular source of information is the Internet and electronic resources. In the present study, we examine the availability and use of library and web resources by Urdu scholars and P.G. students of Kashmir valley. The extent of satisfaction, impediment and impact of internet and Urdu web resources were analyzed. The results obtained from our study reveal that there is a lack of knowledge among scholars and P.G. students of Kashmir valley about the use of web resources. It is concluded that, it is important to build awareness among the Urdu students towards use of Urdu web resources by training them in browsing internet as well as searching information on the internet and using resources. This can be done by conducting user orientation/awareness program. Finally, recommendations were made for based on our study.

Keywords: Urdu Resources, Urdu Web Resources, Kashmir, Library-Urdu Resources, Use of Urdu Resources, Urdu Resources-User Orientation.

1. INTRODUCTION

Urdu is probably the most poetic of all languages and has been predominantly the language of Muslims, though millions of non-Muslims are gifted to read and write Urdu. Urdu language written in the Perso-Arabic script is

one of the principal languages of the South Asian subcontinent, spoken by more than 28 million heads in India and is the official language of Pakistan. The word Urdu (court or camp) stems from the Persianized Turkish word (Ordu) which meant ‘the camp of a Turkish army’. North Indian Muslims with their own dialects moved to South and Central India and settled among the Marathas, Kannadigas and Telugus. These dialects formed the basis of a literary speech known as Dakhni or the ‘Southern Speech’, and was spoken in the Deccan. Later, north Indian Muslims, who came with Mughal ruler Aurangzeb for his conquests down south and some Dakhni writers, saw the possibility of evolving a new language. This language was based on the literary traditions of Dakhni and have the Persian script along with generous usage of Perso-Arabic words, idioms and theme ideas. Shamsuddin Waliullah, famous poet of Dadhini actually started the North Indian Urdu and other poets also joined in this new literary upsurge and came to Delhi subsequently thus Delhi style of Urdu took birth. Delhi Court circles, Persian and Arabic scholars and especially the Muslims of Delhi adapted this language with great enthusiasm and by the end of the 18th century the Mughal house turned only to Urdu. For the first 60 years or so the influence of Dakhni poets, Sufi thinking and Indianness of diction prevailed over Urdu. The term Four Pillars of Urdu is attributed to the four early poets: Mirza Jan-i-Janan Mazhar (1699-1781) of Delhi, Mir Taqi (1720-1808) of Agra, Muhammad Rafi Suda (1713-1780) and Mir Dard (1719-1785). During this time Lucknow became a rival centre for the patronage of Urdu literature and masters of Urdu poetry received patronage from the court of the Nawab. The most memorable poets of the pre-modern period were Muhammad Ibrahim Zauq (1789-1854) of Delhi and Nazmuddaulah Dabiru-i-Mulk. However, Urdu literature can never be complete without the mention of Mirza Asadullah Khan Ghalib (1797-1869). A Sufi mystic, Ghalib wrote both in Urdu and Persian and through his letters he brought in literary history and criticism. The humane feelings, Sufi sentiments, simplicity of his lines and the depth of his observations made Ghalib the greatest Urdu and Persian poet. Modern Urdu literature covers the time from the last quarter of the 19th century till the present day and can be divided into two periods: the period of the Aligarh Movement started by Sir Sayyid Ahmad and the period influenced by Sir Muhammad Iqbal. However, Altaf Husain Panipati (1837-1914), known as Hali or ‘the Modern One’, is the actual innovator of the modern spirit in Urdu poetry. Hindu writers of Urdu were not far behind, and among the earliest writers was Pandit Ratan Nath Sarshar (author of Fisana-e-Azad) and Brij Narain Chakbast (1882-1926). One of the most famous poets of modern Urdu is Sayyid Akbar Husain Razvi Ilahabadi (1846-1921) who had a flair for extempore composition of satiric and comic verses. After 1936, Urdu language picked up a progressive attitude and leaned more towards the problems of life. Poetry, novels, short stories and essays were the avenues of the liberal expression. The main exponents of this new line of approach were the short story writers Muhammad Husain Askari, Miranji, Faiz Ahmad ‘Faiz’, Sardar Ali Jafari and Khwajah Ahmad Abbas. Munshi Premchand, the greatest novelist of Hindi, began writing in Urdu and later switched to Hindi. In spite of Urdu language being

considered a little tilted towards Islamic lines, there were some great Hindu writers who made Urdu their very own, like Krishan Chandar, Rajindar Singh Bedi and Kanhaiyalal Kapur. Unfortunately, the lyrical language of Urdu no longer enjoys the same position that it used to before independence of India in 1947. However, Urdu language is still encouraged in Jammu & Kashmir, Punjab and Hyderabad. Urdu language is the official language of Jammu And Kashmir State and acquired the status of second language in Bihar and Andhra Pradesh state of India. Present day Hindi borrows a lot from Urdu – for grammar, diction and idiom.

Impact of Information and Communication Technology Applications during the past few decades have brought radical and constructive changes in every aspects of human life as more and more people are browsing the Internet to gather the data and retrieve information. The shift to digital libraries has greatly influenced the common man's use of physical libraries and has increased availability of Internet and web-resources. Research scholars and students have become more used to retrieve information from the Internet and web-resources than a traditional library. The growth of information on the Internet in Indian languages is observed to be very slow. Some of the popular web resources available in Urdu language are given as under:

- (i) **Annual of Urdu studies:** It is a free, web-based journal which publishes reviews of books, reports, research-in-progress, notices and information on forthcoming events of interest to its readers (conferences, workshops, competitions, awards, etc.).It also provides full text of scholarly articles, translations, short stories, poetry and views of scholars working on Urdu literature.
- (ii) **Urdu poetry resources:** It is a website that provides links to wide range of resources about Urdu poetry including English translations, technical, critical articles, reviews and online dictionaries. In this website there are also web pages that give links to biographical and publication details of poets as well as ghazal singer's and also links to respective bookstores and audio websites.
- (iii) **Imagine Asian:** It is a reader development project which provides a selection of book titles started in 2002, Leicester City, Brent Harrow and Hillingdon Libraries which aims to raise the profile and increase the recognition of Indic writing in Urdu, Gujarati, Punjabi and English. It brings together the authors who may only be approached individually in other online resources.
- (iv) **U4U.Com:** It is the only legal site featuring hundreds of authors and poets with over 500,000 pages of world class Urdu literature with complete text of notable writers - from classic to contemporary. It is fully indexed, searchable, and highly interactive website, with custom skins (graphics designs) to suit the aesthetics of all users.
- (v) **Online Urdu E-newspapers.** In India and in Pakistan the Urdu papers are published from far and widely distributed. Some of the important online newspapers are given below:

Table 1: List of Some of the Important Newspapers Available Online

S. No.	Name of the Newspaper	Place of Publication	URL
1.	Inquilab	Mumbai	www.inquilab.com
2.	Urdu Times	Mumbai	www.urdutimes.net
3.	Siasat	Hyderabad	www.siasat.com
4.	Munsif	Hyderabad	www.munsif.com
5.	Sahafat	Lucknow	www.sahafat.in
6.	Roznama Rashtriya Sahara	Delhi	www.roznamasahara.com
7.	Hindustan Express	Delhi	www.hindustanurdudaily.com
8.	Etemaad	Hyderabad	www.etemaaddaily.com
9.	Milap	Delhi	www.milap.com
10.	Mashriq	Srinagar, J&K	www.akhbaremashriq.com
11.	Aftab	Srinagar, J&K	www.dailyaftab.com
12.	Chattan weekly	Srinagar, J&K	www.chattanonline.com
13.	Srinagar Times	Srinagar, J&K	www.srinagartimes.net
14.	Daily Roshni	J&K	www.dailyroshni.net
15.	Kashmir Uzma	Srinagar, J&K	www.kashmiruzma.net
16.	Daily Udaan	Jammu, J&K	www.dailyudaan.nic.net.in
17.	Qaumi Duniya	Delhi	qaumiduniyadaily.simplesite.com

Apart from the above mentioned resources, there are several websites in Urdu poetry and Literature like – Urdu Point (<http://www.urdupoint.com/>); Urdu Life (<http://www.urdulife.com/poetry/>), etc. We also use software: ‘Mutakallim’ a Urdu Text to Speech Software that speaks and recognizes Urdu language.

2. REVIEW OF LITERATURE

In the literature, we come across a number of studies conducted on the use of the library, Information needs and information seeking behavior and the use of electronic sources by academicians but the use of library and information sources by Urdu students and researchers are very scarcely found in the literature. The study conducted by **Das and Basu (2009)** aimed to understand the differential purposes of “Internet use by the students and researchers” and the study further examined the students’ learning mode of Internet use, perception regarding its benefits, impact and influence in performance, user satisfaction and first hand problems faced by the students and researchers in use of internet. Another study conducted by **Madhusudhan (2007)** reveals that the Internet browsing facility has enabled the research scholars to enhance their academic excellence by providing them the latest information and access to worldwide information. **Devi and Singh (2009)** in their study focused on Internet is not a substitute for the library. The study conducted by **Shivalingaiah and Gowda (2009)** revealed that in

general the research scholars preferred print resources and there exists significant differences in the preferences of print and electronic resources among various disciplines. The study conducted by **Mahajan (2006)** showed that use of internet has transformed the present day society into a knowledge society. The study conducted by **Mulimani, Mallikarjun and Gudiman (2008)** discussed the impact of Internet in Karnataka University Library. Recently **Bilal et al., (2015)** in a study on the attitude of students towards information technology in Kashmir valley observed that students showed positive attitude towards information technology. Study conducted by **Asifa et al., (2017)** showed positive attitude of history students towards use of library and electronic resources. It was concluded from that study that there is an urgent need of giving mass awareness on importance of E-resources to the students in Kashmir valley. Present study is aimed at exploring the information seeking behavior; extent of use; satisfaction about library and web resources by Urdu research scholars and Postgraduate students in Kashmir valley. Structured questionnaires were distributed to 150 students under study. The present study, aims to fill gaps in the literature. Studies focusing on the Information needs of Urdu students are very less carried out in Kashmir valley. Hence this study would be of immense value to these libraries and learners.

3. OBJECTIVES OF THE STUDY

The specific objectives of the study are to

- (a). Examine the frequency of library use
- (b). Analyze the pattern of internet use including – frequency and place of internet use
- (c). Analyze the use of Urdu e-resources
- (d). Analyze the preference for print and electronic resources
- (e). Study the impact of library and internet on academic performance of the respondents.

4. METHODOLOGY

The present study has been carried out by survey strategy using well designed questionnaires for students under study. 200 questionnaires were distributed among the research scholars and PG students and only 150 (85 girls and 65 boys) returned the questionnaire. Few questionnaires were incomplete and which were supplemented by personal interview. The findings of the present study using appropriate statistical tools are thus based purely on the responses made in the questionnaire returned by the respondents and the interviews conducted informally.

5. RESULTS AND DISCUSSION

The findings drawn from 100 responses selected from different Universities of Kashmir valley, as per the following objectives are analyzed below.

- a. The frequency of library use
- b. The pattern of internet use including – frequency and place of internet use
- c. The use of Urdu e-resources
- d. Preference of Print / Electronic
- e. The impact of library and internet on academic performance of the respondents.

a. Frequency of Library Visit of Respondents

The data presented in Table 2 shows the frequency distribution of library use by Urdu research scholars and P.G. students of Kashmir valley. From the Table 2, it is clear that majority of the students (40.67%) visit the library once in a week, followed by 22.0% visiting fortnightly, followed by students visiting everyday (18.67%) and 10.0% students rarely visit library

Table 2: Distribution of Respondents according to Frequency of Library Visit

S. No.	Library Visit	Frequency (%)
1	Everyday	28 (18.67)
2	Weekly	61 (40.67%)
3	Fortnightly	33 (22.0%)
4	Monthly	13 (8.66%)
5	Rarely	15 (10.0%)

b. Frequency of Internet Use

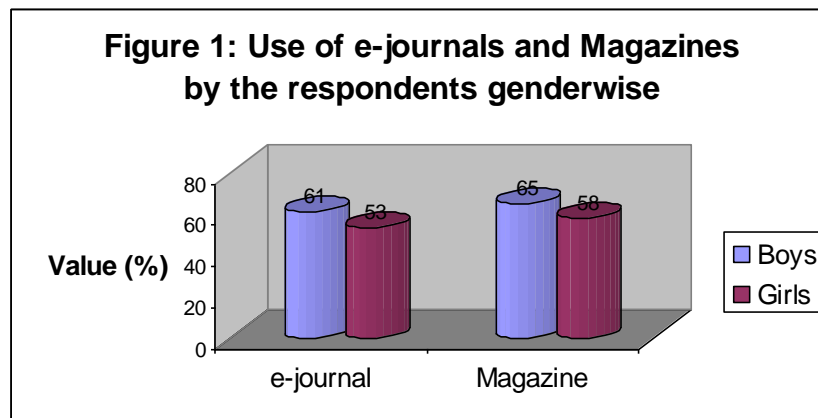
The data shown in Table 3 reveals that Internet use in terms of hours per day by Urdu research scholars and P.G. students of Kashmir valley. Majority of the respondents (71.33%) use Internet at a minimum of one hour, followed by students 12.67% who use internet more than three hours then followed by students 8.67% who use Internet for minimum of two hours and 7.33% students use Internet daily for three hours daily.

Table 3: Frequency of Internet Use (In Terms of Hours per Day)

S. No.	Internet Use (in hours)	Frequency (%)
1	One hour	107 (71.33)
2	Two hour	13(8.67)
3	Three hour	11(7.33)
4	More than three hours	19 12.67)

c. Use of Urdu E-journals and Magazines

The data presented in Figure 1, shows that 61% boys and 53% girls like e-journals and 65% boys and 58% girls like magazine via internet.



d. Use of Online Urdu Resources

The Table 4 reflects the data on the Use of online Urdu resources by students of Kashmir valley. A major number of students under study marked average use towards Urdu e-journals 52.67%, Urdu databases 47.33% Urdu e-books 46.00%. The use of Online Newspapers in Urdu Language has been rated as “Most” by the students with 55.33%.

Table 4: Use Regarding Different Types of Online Urdu Resources

S.No.	Online Urdu Resources	Use as per the No. of respondents (%)		
		Most	Average	Least
1	Urdu e-books	46 (30.67)	69 (46.0)	35 (23.33)
2	Urdu e-journals	23 (15.33)	79 (52.67)	48 (32.00)
3	Urdu Databases	13 (8.67)	71 (47.33)	66 (44.00)
4	Online Newspapers in Urdu Language	83 (55.33)	21 (14.00)	46 (30.67)

e. Preference for Print and Electronic Information

The respondents were asked to mark their preference of use of print and electronic sources of information to satisfy their information needs. It can be observed from the Table 4, that 55.33% of the respondent's preferred print information and only 44.67% of respondents stated that they use electronic sources to satisfy their information needs. Our results are in agreement with the earlier studies.

Table 5: Attitude of respondents towards Print and electronic information

S. No.	Types of Source	Satisfaction as per number of respondents (%)
1	Print Information	55.33
2	Electronic Information	44.67

f. The Impact of Internet Use on Library

The data presented in Table 6 shows the impact of Internet use on library. Out of 50 scholars 34.00% said "NO", and 66.00% said 'YES' also out of 100 students 26.00% said "NO", and 74.00% said 'YES' when asked to give opinion *whether Internet Decrease the Importance of Library Resources*. Statistically, there is a non-significant difference in the opinion of scholars and P.G. students of Urdu. The respondents under study prefer library resources more than the Internet resources as there are very few resources available on the internet, very few electronic journals being published in Urdu language and very few electronic books resources available, there is very less use of Internet and more use of printed Urdu material. Hence there is more usage of library resources than the internet resources. Therefore it can be observed that the respondents are more used towards printed material and their usage of library resources is also more. It is also apparent from the data that Internet cannot decrease the importance of Library resources. Since, the electronic resources in Urdu language are scanty, the use is more focused towards print resources and the respondents ultimately depend on print form. The situation implies that there is a need to improve digital resources in Urdu language.

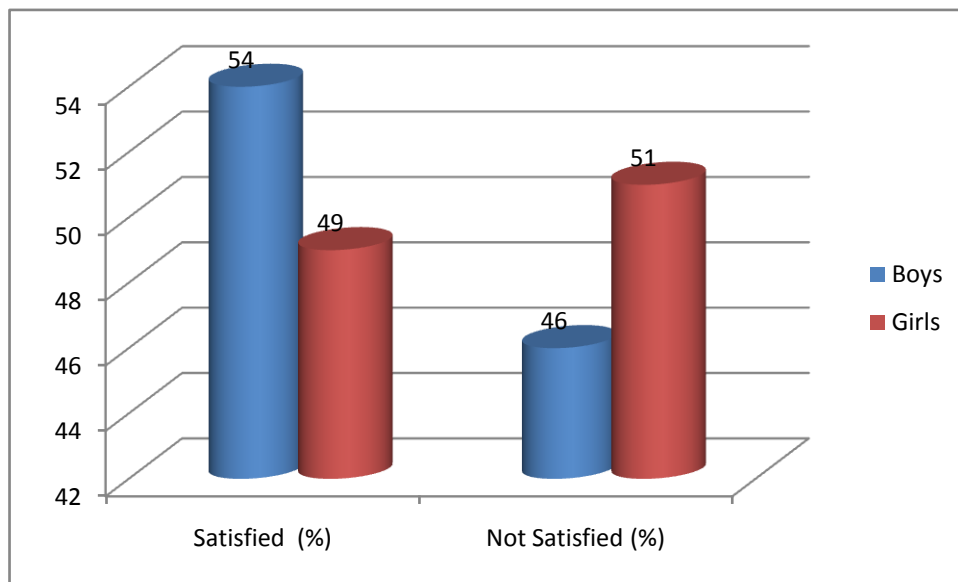
Table 6: Respondent’s Opinion on Whether Internet Decrease the Importance of Library Resources

S.No.	Type of Users	Number of Respondents (%)		Chisquare	P-value
		Yes (%)	No (%)		
1	Scholars	17(34.00%)	33 (66.00%)	1.043	>0.05
2	P.G. Students	26 (26.00%)	74 (74.00%)		
	Total	43 (28.67%)	107 (71.33%)		

g) Satisfaction of students with Library services

The data presented in Figure 2, shows that 54% boys and 49% girls under study told that they are satisfied with the e-library services in their educational institutions. However, a good percentage 51% girls and 46% boys are not satisfied with the e-library services provided to them by their educational institutions. Statistically, there is non-significant difference in the opinion of male and female students ($p>0.05$). The results are closely related to the study (Asifa, Bilal et al., 2017).

Figure -2: Satisfaction of Students with Library services



6. CONCLUSION

It is concluded from our study that majority of respondents (40.67%) reported that they visit the library once in a week and only 18.67% visit the library every day. Considerable respondents (10.0%) reported the rare use of the

library. From the data, it can be stated that Library is not used to the optimum level by the respondents. The reasons for the less frequent visits could be because of lack of up-to-date collection of Urdu books or political problem of Kashmir or lack of proper arrangement and maintenance in the library. The study finds that respondents under study make more use of textbooks, Internet and newspapers in the library compared to other resources. It was observed that research scholars (82%) and students (74%) are using internet daily if available. Respondents chose to access internet from the library, followed by accessing internet from the place of residence, private centers and from the University department/ Computer center. The respondents showed good attitude towards the use of online newspapers, magazines published in electronic form in India or abroad although they are not aware of using the e-journals and magazines efficiently. Since there are very less online e-journals and magazines published in Urdu language and literature, the usage is also very less. The use of e-books is observed to be less by the respondents. Average satisfaction is received from the respondents towards Urdu e-journals 46.0%, Urdu databases 47.33% and Urdu e-books 46.0%. The satisfaction regarding the Online Newspapers in Urdu Language has been 55.33%. It is found from our study that Print is the most preferred medium for satisfying the information needs compared to the electronic medium. Majority of the respondents opined that use of Internet do not reduce the use of Library. All the respondents under study agreed that library has positive impact on the academic performance.

7. RECOMMENDATION(S)

- (i) There is a need to improve digital resources in Urdu language as the electronic resources in Urdu language are scanty. The results of our study reveal that still there is a gap in publishing e-resources in Urdu language as well using those are available by all the categories of users. Though good number of students, research scholars and faculty members are using and preferring Urdu e-resources, the findings reveal that there is need to increase awareness about the availability of information resources such as full text digital resources more and more information gateways, groups, discussion forums, etc.
- (ii) It is recommended that there is a need to develop knowledge about use of electronic resources of all types available online including books, journals, theses and dissertations, technical reports, patents, databases, etc.
- (iii) The Internet has become a major source of communication and dissemination of information in the twenty-first century. Libraries are rapidly transforming into digital libraries and virtual learning resource centers so a large portion of user populations in the university are aware about the Internet, but they do not know all its techniques and applications. For this purpose, there is need for effective user education, to develop awareness and knowledge among users for the effective use of ever populating learning resources in electronic form. More

efforts by library professionals are needed to educate users to effectively use the Internet and its techniques and applications.

(iv) IT Centre with basic facilities should be established in every education institution and funds be made available to purchase computers and other IT equipment.

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