Embracing the cultural identity of burgeoning ethnic groups in regional public libraries: A pilot project with the Punjabi Indian Community in the Riverina

Dr Sabine Wardle
School of Social Work and Arts

Dr Kasey Garrison
School of Information & Communication Studies

Associate Professor Karen Bell
School of Social Work and Arts

Charles Sturt University

Executive Summary

This final report to the State Library of New South Wales describes the research project 'Embracing the cultural identity of burgeoning ethnic groups in regional public libraries: A pilot project with the Punjabi Indian Community in the Riverina' and its findings. The project aimed to promote and embrace one burgeoning ethnic group's cultural identity through Wagga Wagga City library services in the Riverina region, New South Wales. This equitable and culturally inclusive approach sought to address the collection and services offered to Punjabi Indians by introducing a collection of books, resources and community activities to serve various age groups and interests based on the Punjabi community's input. This report describes the participant responses to each facet of the project and draws heavily on the description of the survey responses from participants to ensure their choices for books, resources, community activities and experiences are featured. Each research question is answered, and a set of recommendations and suggestions based on participants' survey responses are included for consideration by the State Library of New South Wales. This report completes the third phase of the three-phase project in Wagga Wagga.

Phase one - Community Survey

First, a community choices survey was delivered by the research team at Charles Sturt University in May 2021 to understand the Punjabi Indian Community's interests in books, resources and community activities.

Phase two - Planning and Delivery

The descriptive data from the community choice survey were analysed. Community members suggested a range of books and a selection of 136 Punjabi language titles were purchased and delivered to the Wagga Wagga City Library. The weekly community meetings of two groups were introduced, including a women's craft group and a Punjabi Children's Language class for children aged 4-11 years old.

Phase three - Evaluation

A post-project survey was designed and disseminated to evaluate the project. The post-project survey found that participants were highly satisfied with their children learning about Punjabi, engaged in learning new things, relaxed, and excited about the new Punjabi books and connecting with their community through the weekly community meetings. The participants felt empowered for having their choice of books and activities considered and made available.

Circulation statistics for the newly purchased books and resources were also included in the evaluation.

This report ends with recommendations for WWCL and other regional libraries:

1. Continuation of Punjabi language classes for children
2. Introduction of traditional games, music, cultural activities for children
3. Introduction of new social groups for seniors from Punjabi Indian background
4. Introduction of social groups with Punjabi families
5. Introduction of Punjabi Storytime
6. Program delivery on weekends
7. Expansion of the project to other emerging community groups in regional locations to promote cultural inclusiveness
8. Acquisition of titles from overseas publishers
9. Involvement of community members themselves in the planning and purchasing of acquisitions.

The project also revealed the following challenges:

COVID-19 restrictions and vaccination requirements presented challenges for scheduling the programs and the timeframe for receiving the overseas titles.

- The timing and business hours of the library made it hard for some people to attend.
- The noise level during the community meeting was an issue for the patrons using the library for quiet reading and studying for High School exams.
- Punjabi language classes for children not categorised into various age groups, which was limiting for some people.

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Acknowledgements

Acknowledgement of Country

The research team for the project Embracing the Cultural identity of Burgeoning Ethnic Groups in Regional Public Libraries: A Pilot Project with the Punjabi Indian Community in the Riverina, acknowledges the traditional custodians of the land, the Wiradjuri people, pays respect to Elders past, present and future and extends our respect for all First Nations People in the Riverina. We recognise and respect their cultural heritage, beliefs and continuing connection with the land and rivers.

Author Acknowledgements

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Definition of Terms

For the purposes of consistency, throughout the report the term *Punjabi Indians* is used for the participants from the Punjabi Indian cohort involved. It is important to have some understanding regarding Punjabi Indians. The term *Punjabi* refers to the people originally from the geographical region of the Punjab that is shared by present-day India and Pakistan, living either in their homeland or the diaspora. Punjabis may be followers of one of several religions, but most often they follow Hinduism, Sikhism (for Punjab in present-day India) or Islam (for Punjab in present-day Pakistan). Punjabis share a common ethnicity and spoken language, which is predominantly Punjabi. The written language script may vary from Punjabis in Pakistan to Punjabis in India with either *Gurmukhi* (Punjabi) used in Indian Punjab or Arabic (*Urdu*) used in Pakistani Punjab. The Punjabi Indian cohort recruited in this study represents both Hinduism and Sikhism as their religion and the present-day Indian Punjab as their place of birth.

Project Background

This project has been generously funded by the State Library of New South Wales (SLNSW) and seeks to embrace and promote cultural identity of one burgeoning ethnic group, the Punjabi Indians, through their local public library, the Wagga Wagga City Library (WWCL). In addition to the support from SLNSW and WWCL, this research is an interdisciplinary collaboration with the School of Social Work and Arts (SSWA), and the School of Information and Communication Studies (SICS) at Charles Sturt University (CSU) in regional New South Wales.

The SLNSW has a history of collaboration with public libraries and multicultural communities around the state (Acevedo & Forsyth, 2021). This project was developed in a similar vein with the belief that public libraries are an important entity, dedicated to preserving cultural heritage in local communities, particularly in rural-regional areas (Rodrigues, 2013). To ensure burgeoning and minority communities see public libraries as places committed to the preservation of cultures, libraries adapt to changing demographics and needs of patrons. Further, public libraries must develop an appreciation for, and understanding of, the minority ethnic groups that comprise current and potential users and library collections should be representative of the pluralistic populations they serve (Mont et al., 1994). An integral part of serving the community is involving the community themselves in the planning and development of culturally relevant programs and collections (Williment, 2020). Moreover, this project specifically recognises the importance of supporting diverse youth populations in the community and that creating culturally responsive opportunities for young people and their families in the library encourages them to be lifelong library users (Naidoo, 2014).

In addition, social workers and librarians have long shared a similar call to serve the public (Wahler, 2019). Libraries and social work share many of the same goals, such as supporting access, increasing wellbeing, social justice and facilitating social change (Garner et al., 2020). This project's interdisciplinary research team from CSU's SSWA and SICS extends this exemplary collaborative project towards addressing access, equity and social justice by working directly with individuals, groups, communities, and organisations and indirectly through research to achieve social and systemic change in the public libraries.

The Punjabi Indian community was chosen for this research focus as it is considered one of the minority groups which is rapidly growing in the Riverina region. According to the Australian Bureau of Statistics (ABS) latest release, India ranks third on the list of Australian residents born overseas, the largest component of which comes from the Indian state, Punjab (ABS, 2020). The ABS (2016) confirms that due to the increasing numbers of Punjabi Indians, Punjabi has emerged as one of Australia's fastest-growing languages spoken at home and is in the top ten most spoken languages of Australia. In the Wagga Wagga Local Government Area (LGA) of 192.1 sq Kms, there were 61 people who speak Punjabi at home (ABS, 2016).

This project sought to learn more about the book collection, resources and community activities preferred by burgeoning community groups, such as the Punjabi Indians, to facilitate cultural and social inclusion at the regional-rural public libraries and provide a model for how libraries can address the needs of other groups.

Data collection for this project was approved by the Charles Sturt University Human Research Ethics Committee (*Protocol number: H21067*). The research team is affiliated with the Library Research Group (LRG) and the Environment and Social Justice (ESJ) group at Charles Sturt University.

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Methodology

This section describes the research design and methods used to address the overarching research questions, data collection process and the data analysis strategy. The demographic characteristics of the sample surveyed are also outlined.

Research Design

- An online community survey was conducted to assess the Punjabi Indian community's needs in relation to the Wagga Wagga City Library branch of the Riverina Regional Library (2021).
- In response to data collected from the needs assessment, the research team identified participants' preferences and then piloted the community activities in the Wagga Wagga City Library.
- To supplement the primary (survey) data, secondary data from the library's circulation records are included as part of this analysis.

Research Questions (RQ)

There were three overarching research questions:

RQ1: What is the level of engagement of the local Punjabi community with services and resources available at the Riverina Regional Library?

RQ2: What programs and services does the local Punjabi Community want from the Riverina Regional Library?

RQ3: What recommendations does the local Punjabi community have in relation to the local languages collection and community activities in the Riverina Regional Library?

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In order to explore these questions, an online survey was extended to the local Punjabi community in Wagga Wagga, NSW. The phase 1 survey questions and the corresponding research question are listed below.

Question	Relevant Research Questions
Are you and/or your family from a Punjabi Indian background?	Qualifying, demographic
What is your postcode?	Qualifying, demographic
What is your age?	Qualifying, demographic
What is your gender?	Demographic
Are you a member of the Wagga Wagga City Library?	RQ1
How often do you physically visit the Wagga Wagga City Library?	RQ1
How often do you and/or your family currently visit the Wagga Wagga City Library website and/or services online?	RQ1
What services do you and your family currently use at the Wagga Wagga City Library? (Please tick all that apply.)	RQ1
According to your culture, what kinds of books, titles or authors would you like to see in the Wagga Wagga City Library Collection? (Please select all that apply)	RQ2

According to your culture, what non-print (i.e., online or electronic) resources would you like to see at the Wagga Wagga City Library (e.g., DVDs, streaming services, audiobooks, e-books, databases)? (Please select all that apply)	RQ2
According to your culture, what new community programs and services would you and your family like to attend or see happening for the Punjabi community at the Wagga Wagga City Library, (e.g., Bi-lingual Storytime with children, Knitting group, Craft group, Senior Social group)? (Please select all that apply)	RQ2 and RQ3
When would you and your family prefer these activities to happen at the Wagga Wagga City Library? (Please select all that apply)	RQ2 and RQ3
Please enter any further comments you would like to make about the Wagga Wagga City Library's current services and collections, or what you would like to see in future programming and additions to the collection.	RQ3 and Extending opportunity to contribute information that is important to the participant

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Recruitment Strategies

The recruitment of participants was done through social media, such as Facebook page for the Wagga Wagga Sikh & Punjabi Community, Punjabi community WhatsApp group, local newspaper-The Daily Advertiser, brochures/posters translated in Punjabi placed in public places such as the Wagga Wagga City Library (WWCL), shopping centers and community notice boards. The chief investigator approached the community representatives of the Punjabi Indian community and shared the verbal and written information about the project and the survey. The community representatives then shared the information with the Punjabi community and encouraged them to participate in the survey.

To be eligible, participants were required to: be residing in the wider Wagga Wagga region, which included postcodes 2650, 2651 and 2678, be from the Punjabi Indian background or a family member of someone with the Punjabi Indian background and be 18 yrs. or above. Considering the burgeoning nature of the target population group in the Riverina, the goal was to get a minimum 20 respondents for the survey with no maximum number for this study.

The exclusion criteria were applied to community members who were under 18 years of age, who did not reside in postcode 2650, 2651 and 2678, and did not identify as someone from Punjabi Indian background or related to someone from Punjabi Indian background. The screening was taken place in the initial recruitment phase and also through the first three questions of the survey.

Participants for Online Survey

Considering the pilot nature of the project, it was planned at the outset that in order to obtain a representative sample, the online survey would aim to get a minimum of 30 responses to consider the survey valid. To compose the sampling frame, Punjabi Indian community representatives were contacted to assist in the dissemination of the survey link within the community. Due to the snowballing of the survey dissemination, it was not possible to know how many individuals received the link. Out of the total 38 individuals that logged onto the online survey; five were partially completed and 33 fully completed surveys were received from which 32 were coded and processed for data entry. From the 33 fully complete survey responses, one was disqualified as the residential location did not fall under the Riverina Region.

Overview of Participants

The following tables and graphs present an overview of the demographic characteristics of participants of this research.

1.1. Cultural Background of Participants

Cultural background	
Punjabi Indian	35
Non-Punjabi Indian	0
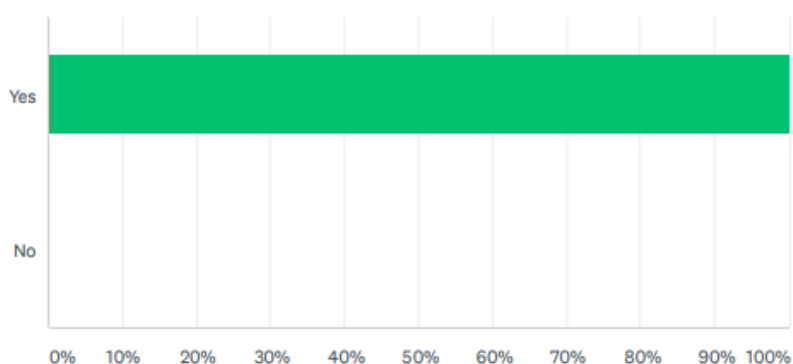
1.2. Residential Location

Postcode	
2650 (Wagga Wagga, NSW)	30
2651 (Forest Hill, NSW)	2
2720 (Tumut, NSW)	1

1.3. Age Range

Age Range	
Age group 17 and under	0
Age group 18-24	1
Age group 25-39	25
Age group 40-55	9
Age group 56 and over	0

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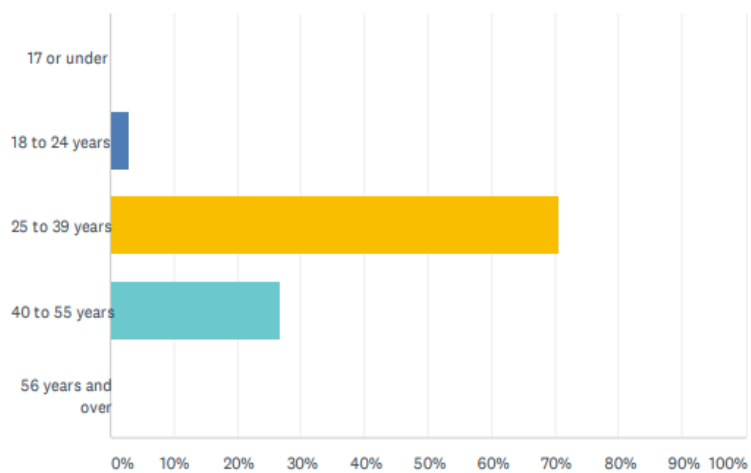
1.4. Gender

Gender	
Male	28
Female	7
Non-binary/gender fluid	0
Prefer not to answer	0

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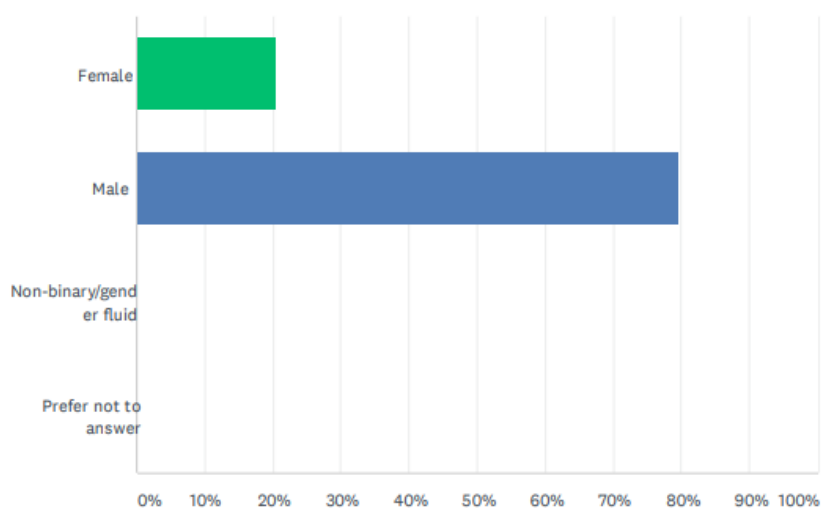
Data Collection Process

Phase 1

Phase One included designing the online survey administered to the local community. The research team designed the bilingual (English and Punjabi) online survey, which was administered by Charles Sturt University's Spatial Data Analysis Network (SPAN).The survey was disseminated in various ways. First, the Punjabi community representatives were contacted to invite community members to participate in the first anonymous online survey available through Survey Monkey. The invitation to participate was shared via local newspaper *The Daily Advertiser*, the Punjabi Indian community's Facebook page and the Punjabi community WhatsApp group; a reminder post was sent two weeks later. The survey remained open for four weeks between April and May 2021. The survey gathered socio-demographic information such as age-range, ethnic background, and residential status. For cultural identity, the survey gathered more specific questions about faith, cultural background and heritage. Since this was a pilot and an exploratory study, questions about library collection and community activities were open-ended to allow participants to respond with their preferences and interests. Some examples of the questions asked are, *"According to your culture, what kinds of books, titles or authors would you like to see in the Library Collection?"*, "*According to your culture, what new community programs and services would you and your family like to attend or see happening for the Punjabi community"*.

Phase 2

In the second phase, the research team used the descriptive statistics from the online Survey responses to summarise information about interest in the community activities suitable for various age groups and the proposed library collection. The Research team worked closely with the manager at the WWCL and the consultants at the SLNSW to discuss sourcing the library collection suggested by the Punjabi Indian community. Further discussion was undertaken to facilitate community programs and activities with the manager at the WWCL. Based on this discussion and the survey results, a collection of 134 books were handpicked from publishers and suppliers from India and Australia. The types of books are broken down in Table 1.5. The full list of books is included in Appendix 1.

1.5. Types of Books Purchased for the Collection by Genre and Language

Genre		
Children's story picture books	31	Bilingual (English and Punjabi)
Children's story picture books	10	Punjabi
Punjabi culture and novels	45	Punjabi
Sikh history books for children	14	Punjabi
Sikh History books for children	3	Bilingual (English and Punjabi)
Sikh history for children (DVDs)	2	Punjabi
Sikh History for Children (DVDs)	1	Bilingual (English and Punjabi)
Sikh History books-General	12	Punjabi
Punjabi language learning	5	Punjabi
Punjabi language learning (for instructors)	6	Punjabi
Punjabi Cooking	5	Punjabi

Community Activities

Based on the preference of community activities identified by survey respondents, two weekly programs were initiated from August to December 2021. The project activities included: a women's craft group during Thursday afternoons and a Punjabi children's language class for children aged 4-11 years on Sunday mornings.

Phase 3

A post-activity online survey was disseminated at the end of the last day of community groups in December 2021. This survey targeted evaluation of the library collection and resource usage, awareness of library services, participation in community activities, and library card registration. During this phase, the research team collected further evaluation data by noting program attendance numbers and circulation statistics noted in Appendix 2.

Additionally, with great support from the WWCL, a shared community morning tea event was hosted on Saturday, 4 December 2021, which introduced the new Punjabi language collection and celebrated the successful partnership among the local Punjabi Indian community, the WWCL, the SLNSW, and CSU.

Data Analysis

The data was thereafter analysed. Descriptive statistics analysis was used to describe, show and summarise the data in meaningful ways, which allowed for simpler interpretation. Descriptive statistics were useful to summarise the data using a combination of tabulated description (tables), graphical description (graphs and figures), and statistical commentary (a discussion of the results). Findings are described in detail below in relation to each research question.

Findings

Research Question One: What programs and services (if any) do the local Punjabi community currently use in the Riverina Regional Library?

Survey questions related to research question 1 are shown in the tables below. First, participants were asked if they were members of the Wagga Wagga City Library. As shown in Table 1.6, 59.38% of the participants were existing members of the WWCL and 40.63% of the participants were non-members.

1.6.   Current WWCL Library Membership

Membership in May 2021		
Members	19	59.38%
Non members	13	40.63%
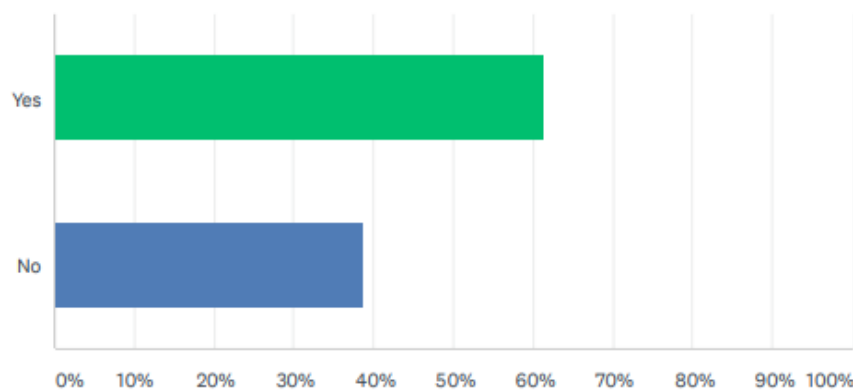
Participants were also asked about how often they made physical visits to the library. As shown in Table 1.7 participants visited the library at varying frequencies but the majority (over 70%) noted that they visited sometimes (40.63%) or often (31.25%).

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1.7. Frequency of Physical Visits to the Wagga Wagga City Library.

Frequency of visits		
Frequently (e.g., weekly or more)	2	6.25%
Often (e.g., once a month or so)	10	31.25%
Sometimes (e.g., several times a year)	13	40.63%
Rarely (e.g., once a year or less)	3	9.38%
Never	4	12.50%

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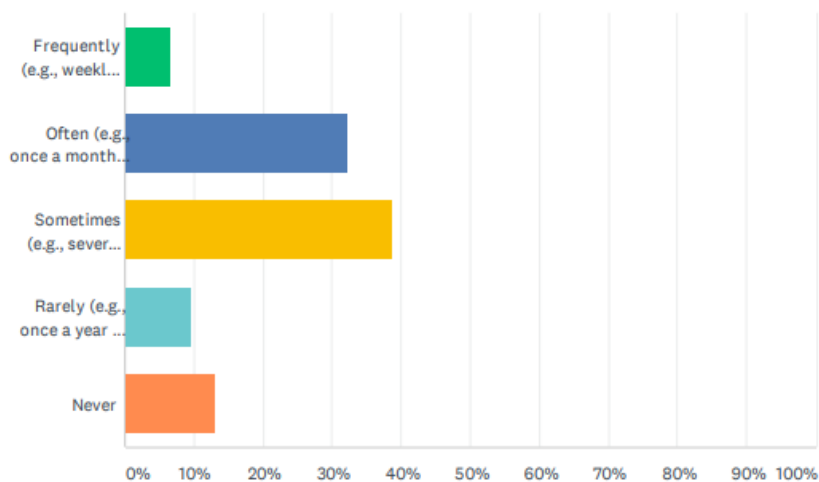
In addition to physical visits, the survey also asked participants about online visits to the library. As with physical visits, most participants (75.75%) visit the WWCL online often (43.75%) or sometimes (25%). These statistics are broken down in Table 1.8.

1.8. Frequency of Online Visits to the Wagga Wagga City Library

Frequency of visits		
Frequently (e.g., weekly or more)	2	6.25%
Often (e.g., once a month or so)	14	43.75%
Sometimes (e.g., several times a year)	8	25%
Rarely (e.g., once a year or less)	4	12.50%
Never	4	12.50%
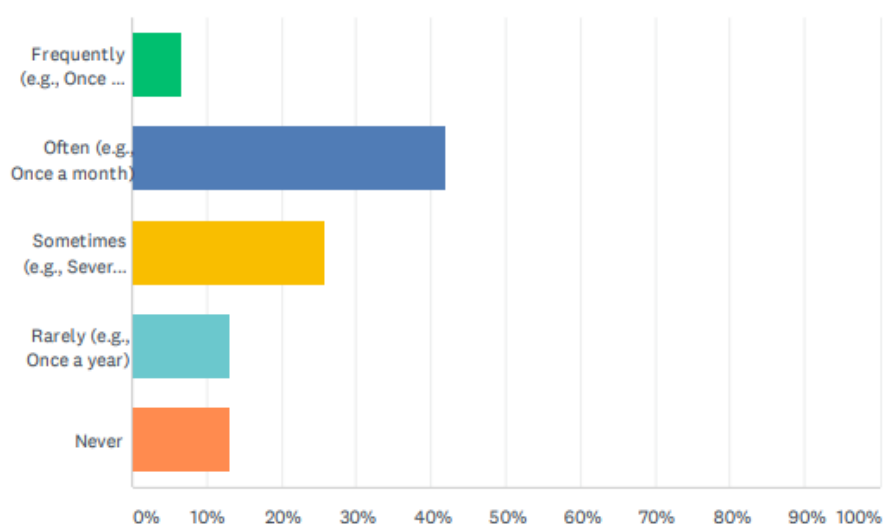
Participants identified a variety of services they used at WWCL as detailed in Table1.9 Participants were able to choose more than one service for this question and also include other specifics in the last option. One specific use mentioned was "for printing and [photo] copy".

1.9. Usage of Services

Name of the service		
Language Café	6	20.00%
Tech Savvy Community Program	1	3.33%
Borrowing Books in English	18	60%
Borrowing books from the local languages section	3	10%
Borrowing DVDs	1	3.33%
Study or meeting space	13	43.33%
Specific Programs or other services (please list as many as you use)	3	10%
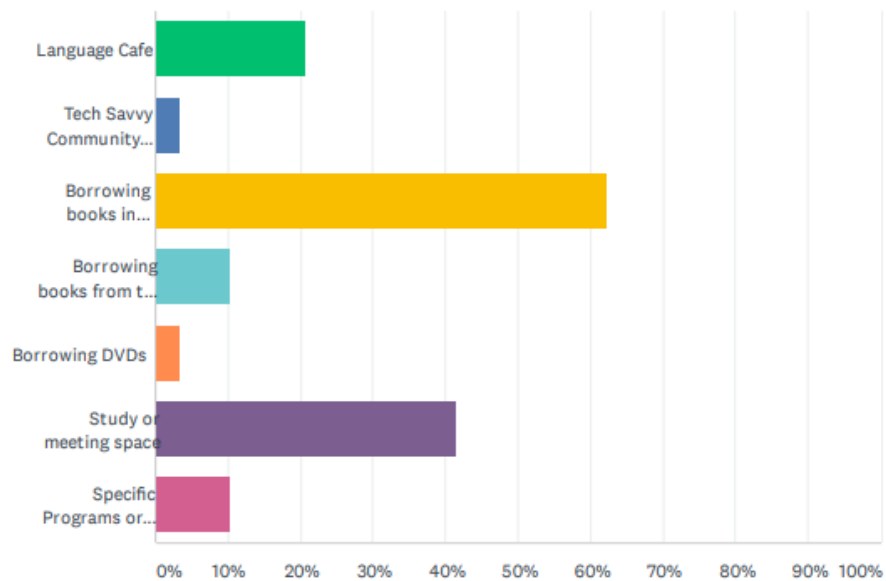
Research Question Two: What programs and services does the local Punjabi Community want from the Wagga Wagga City Library?

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The next research question was intended to gather feedback from the Punjabi Community on the types of programs and services they would like the WWCL to deliver. The participants responses are described in the Table 1.10

1.10. Preferred Book Categories

Preferred books categories		
Punjabi Picture books	18	62.07%
Punjabi story books	24	82.76%
Punjabi cooking	13	44.83%
Punjabi literature	24	82.76%
Punjabi religious books	24	82.76%
Other books or resources in Punjabi	11	37.93%

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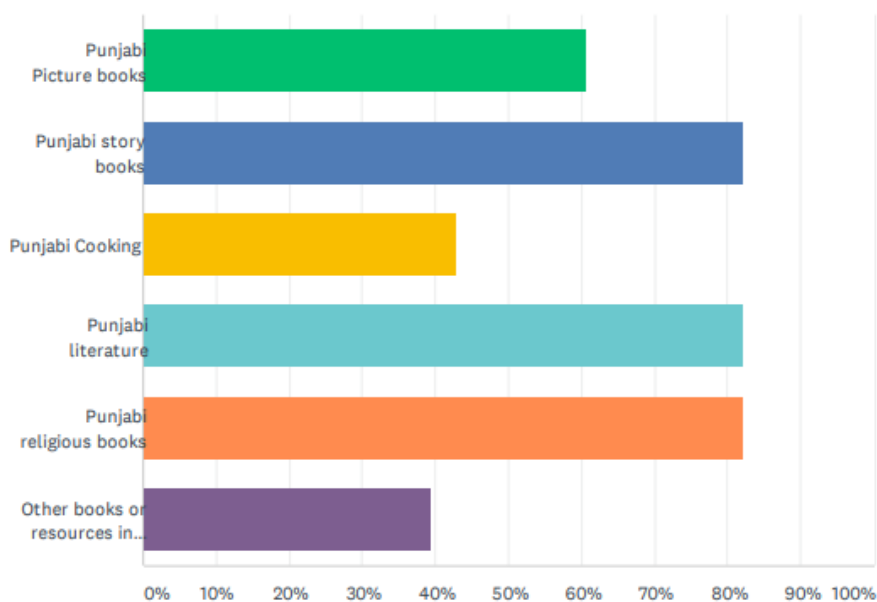
In addition, participants were able to include specific titles that they wanted to see in the collection which are detailed in Table 1.11

1.11.   Titles Identified by Participants

Books Categories		
Children's books		Unknown
Books on ten Sikh Gurus and Khalsa Panth	Unknown	Unknown
Sikh Historical books since 1500 to 21st century	Janam Sakhi Guru Nanak Dev Ji Maharaja Ranjit Singh's history	Unknown
Punjabi History	Unknown	Unknown
Punjabi Novels		Bhai Vir Singh, Raghbir Singh Bir, Prof Puran Singh Shiv Kumar batalvi Vir Singh Amrita Pritam Balwant Gargi

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Participants were asked for their preferred community activities that they wanted to see at the WWCL which are detailed in Table 1.12.

1.12. Preferred Community Activities

Preferred community activity		
Bi-lingual Storytime for children	17	68%
Tech-Savvy classes Punjabi	15	60%
Knitting group	5	20%
Craft Group	7	28%
Social group for seniors	11	44%
Punjabi teaching and learning group for children	25	100%
Religious prayer get-together	18	72%

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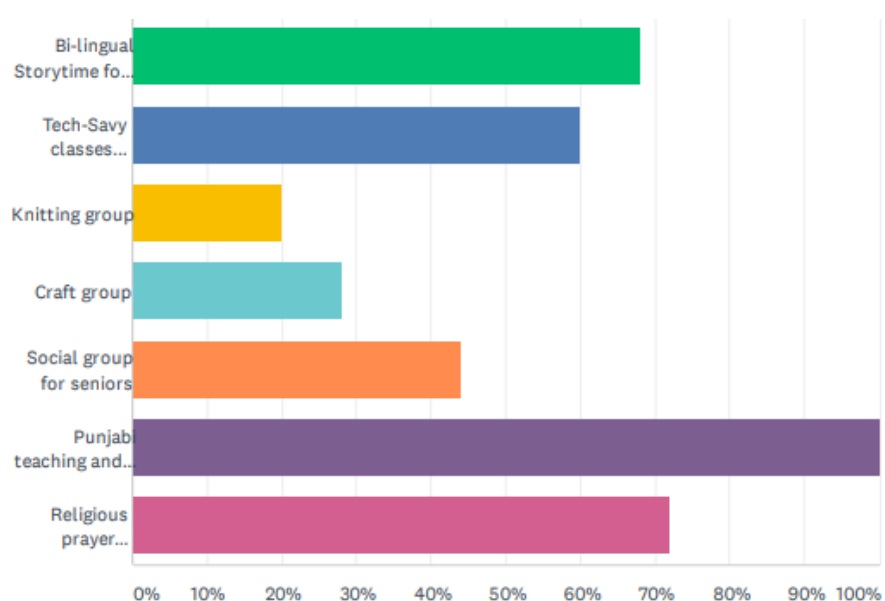
Participants' Feedback-Post Community Activities

Phase 3 collected feedback from the participants about the community activities and new Punjabi language collection at WCCL via a hard copy survey in person and also on Survey Monkey online link sent through Punjabi Indian WhatsApp Group and the Sikh and Punjabi Community Facebook page. The survey was in English and translated into Punjabi, so the participants were able to write their responses in English or in Punjabi.

The participants were asked about the membership status before (before May 2021) or after (after May 2021) the commencement of the current project. The research team noted 37.50% increase in membership despite the limitations presented by COVID-19.
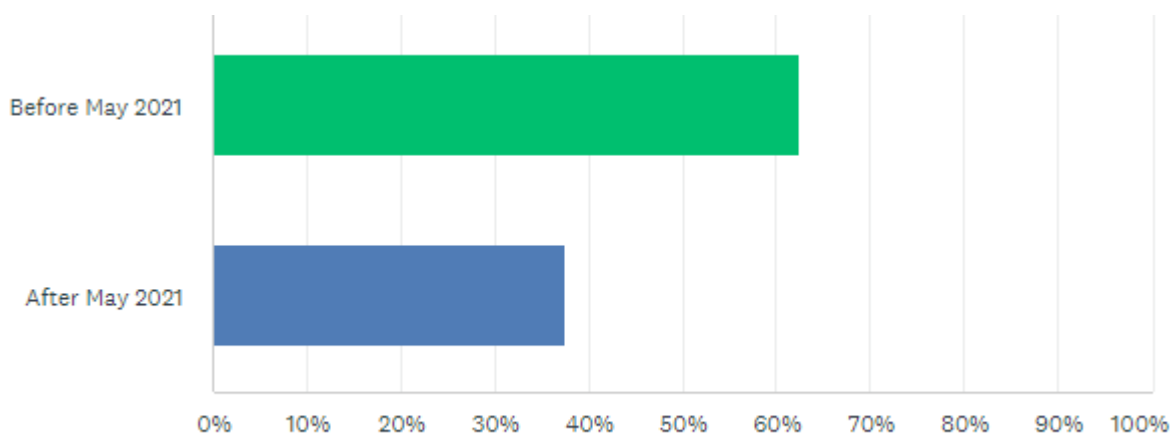
The qualitative responses received are noted verbatim below:

How did the community activities made you feel?
- "We feel very happy"
- "Together proud happy"
- "I feel much connected to my community & it gives me relaxation"
- "Excited"
- "It was incredible"
- "Engaged, learning, friendly"

On asking the preferred day and time for the community activities in the future, majority of the responses suggested Weekends (mornings and/or afternoons) or Sundays (mornings and/or afternoons). A few respondents suggested any day of the week if it is in the afternoons.

After an overall positive experience noted by the participants, the post project survey asked the participants if they would like to participate in any similar community activity again? The following figure note 100% positive response of the participants.
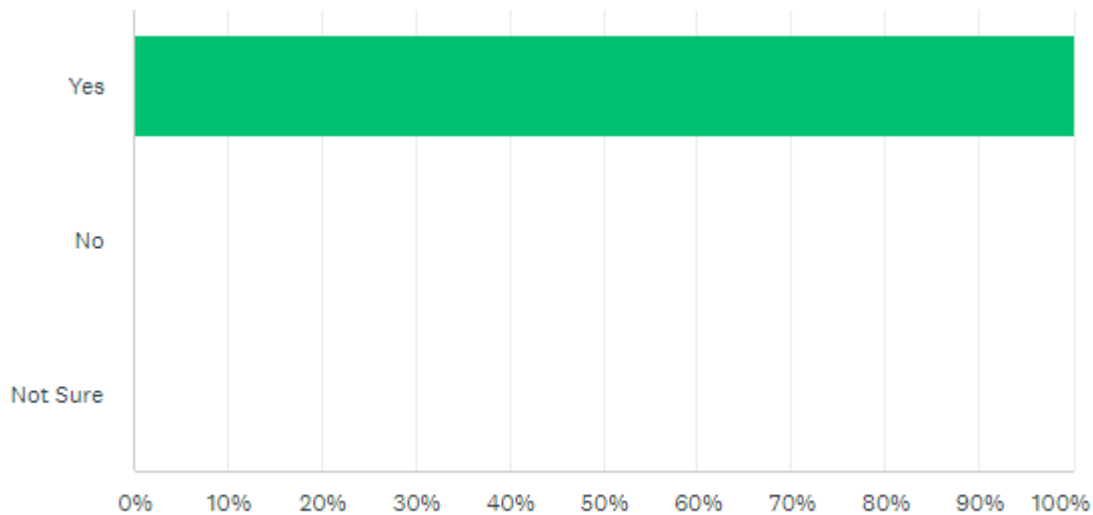
Participants were further asked for recommendations for community activities they would like to see at the WWCL in the future. The participants' responses are note verbatim:

- "Punjabi classes for children, and bi-lingual story time with children"
- "Kids cultural activities, cultural dance classes, Bhangra"
- "I would like to see story time with children, craft group and senior social group"
- "Related to Punjabi culture"
- "More kids activities"
- "Group classes [Punjabi] age wise so that kids get more benefits"
- "Senior group"
- "We want Punjabi classes should start again for our children".
- "I would like to say superb efforts to promote Punjabi culture. Lets make joint efforts to keep it up".
- "Traditional music classes, traditional games such as gatka would be good to incorporate".

Challenges and Lessons Learned

The Impact of COVID-19

Varying elements of this project posed challenges and opportunities for the team. Firstly, it was designed during the global COVID-19 pandemic but at a time when numbers of cases in Australia were very low and there were few if any restrictions. However, soon after the project activities started, the NSW government instituted restrictions, such as social distancing and lockdowns in the state which made it challenging to deliver the programs. Also, as vaccine requirements came into effect later in the year, this posed another issue as patrons who were not vaccinated were unable to enter the library. Another challenge due to COVID-19 surfaced in the ordering of books from overseas. Using publishers from India was key in ensuring that the purchased books were truly representative of the Punjabi culture and that the Punjabi language was correctly used. While local publishers in Australia do offer multilingual books, they often have spelling errors or have words that are not translated correctly. For example, *The Very Hungry Caterpillar* by Eric Carle was purchased from a local Australian publisher and had the first letter of the translated word 'Very' incorrectly spelled.Other examples are noted in Appendix
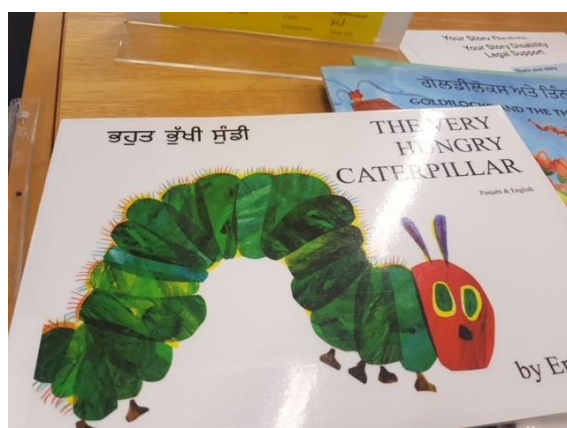
This has been an issue identified by other native speakers at WWCL so it was very important that the team ordered books from Punjab regional publishers. However, due to COVID-19 shipping delays, it took much longer for these books to arrive from overseas and then be processed and put on the shelves at WWCL.

The Cost of buying authentic language books

While the books purchased from the local Punjabi publisher were relatively inexpensive in Australian Dollars (AUD), they did not come with catalogue MARC records which had to be purchased and processed after the books arrived in Australia. The cost for MARC records was more than the cost of the books and was paid by WWCL which may not be a sustainable model for other libraries. That being said, the excitement at the launch of the books on 4 December 2021 and the growing circulation rates (Please see Appendix 2) of the

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collection show that it is valuable to seek out international publishers for culturally authentic titles relevant to community groups.

Program Scheduling

Other lessons learned through challenges experienced in this project related to the scheduling of program activities. Initially, the team thought the activities could be fortnightly but we learned that momentum is important and having weekly activities would work better to encourage attendance. Post-program survey results also supported the need for differentiation of ages and levels in the children's language classes. While this was more than this project could provide, it gives ideas for future related program developers. The business hours of the library also posed a challenge for the programming as the women preferred a Sunday afternoon time for their group but this was outside of the hours for the library so could not be accommodated. Also related to this issue was the noise level for the programs which got a bit noisy. If possible, future programs should be scheduled for independent rooms instead of inside the open library. Another scheduling issue was that the morning tea launch of the book collection ended up being the same day as the NSW local elections. Future programs and activities should attempt to avoid these kinds of scheduling conflicts.

Gender Dynamics

Another interesting element of this project is the gender dynamics within the Punjabi community. As previously noted in the survey demographics discussion, the majority of respondents to the Phase one survey identified as males. Future research should try to capture the female voice of the group in other ways, outside of the recruitment strategies the research team used. However, despite this higher ratio of male respondents, the questions asking for program suggestions noted a need for activities to support female members of the Punjabi community, and the women's craft group became one of the two activities delivered in this project. Future programs should consider the gender dynamics within the specific cultural communities.

The Impact of Immigration Policies

The Australian immigration policies have put a range of initiatives in place to encourage migrants to move to and remain in regional areas, such as various regional visas. While these initiatives enable regional communities to address skills shortage gaps and capitalise on the significant economic benefits that migration brings to Australia, it presents an opportunity for regional libraries like WWCL to initiate programs and activities to suit the newly migrated minority and burgeoning community groups. During this project, the local Punjabi community grew in numbers with some attendees to the programs noting they had just moved to the area. The availability of the Punjabi programs and collection was particularly useful for these newly relocated members of the community from various metropolitan cities such as Melbourne, Sydney or Brisbane to the regional city, Wagga Wagga.

The Role of the Chief Researcher as the Insider

Finally, the research team acknowledges the important role that the chief investigator played as a member of the Punjabi community herself. This posed various challenges and opportunities to the project delivery and

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implementation. Firstly, in ordering the books from overseas and ensuring they were in fact authentically representing the Punjabi culture and language, it was a strength to have an insider and native Punjabi speaker leading the project. Secondly , in translating the online survey in Punjabi language to ensure the Punjabi Indian community has access to the online survey in their preferred language.The reflective decision of self-disclosure about her Punjabi Indian cultural identity helped the researcher gain an insider role, which allowed her to embrace her experiences as a person from the Punjabi Indian background and a social worker. There are both benefits and disadvantages to an insider role. Kanuha (2000, p. 441) states that an insider researcher often arrives at a project from an emic perspective. Emic suggests a subjective, informed and influential standpoint. As a result, the benefit was that the researcher's shared experience and the participants' awareness of the same potentially increased researcher credibility, more rapidly induced the trust necessary for participants to be open and perhaps allowed for a depth of exploration not otherwise achievable from an outside researcher. An insider researcher position for research helped in dissolving some of the inherent power imbalance formed by insider-outsider or subject-object dichotomies. As an insider, the chief researcher could understand the Punjabi Indian community's preferred spoken language and their individual opinions, which helped her to understand what and whom the participants were referring to without the need for much explanation. This appeared to be the most significant means of establishing the trust-based relationship between researcher and participants. However, there were limitations to this approach, such as the expectation for the researcher to be present at all of the activities for the children and women. While this insider status was a strength in gaining access to the community, it was a constraint on the researcher's time and put her in two conflicting roles as a researcher and a participant.

Limitations

In addition to the challenges outlined above, the research team acknowledges other limitations to this research. Firstly, the design of the survey included some predetermined responses to help support participants in addition to areas where they could write in further responses. While this may have been useful to some, the set of responses available to respondents may not have allowed for a nuanced response by participants. Also, Wagga Wagga is a large regional city and is a popular resettlement center for refugees and arrivals from metropolitan areas seeking the lifestyle change that might not be exposed to the project activities. Another limitation that was also an advantage in the design of the study was the Chief Investigator's role as insider to the community. To combat this potential bias, the other two members of the research team helped to design the data collection tools and contributed to the data analysis. To overcome the possible limitations of bias, the chief researcher remained aware of her potential bias in the process of interpretation and description of the findings of the current study. In the findings section of this report, direct quotations from research participants have been used to ensure that the account has less personal bias or misinterpretation. Wherever possible the participants' words have been used verbatim. The individual qualities of each participant's responses have been maintained and not edited to the researcher's convenience to a point where individuality, and tone are diminished. Using quotations has proven to be a

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way that research participants remain as participatory, active voices in the process and are not abstracted out of the process.

Recommendations

For WWCCL

- o Continuation of Punjabi language classes for children and introducing traditional games, music, and cultural activities for children including Punjabi Storytime
- o Introducing new social groups for seniors from Punjabi Indian background
- o Introducing social groups for Punjabi families
- o Preferred days for community activities for children and women -weekends and Sundays
- o Possibility of expanding the project to other emerging community groups in regional locations to promote cultural inclusiveness

For other regional libraries

- o Have data collection tools in English and the native language of the community being targeted.
- o Purchase titles from overseas publishers when possible, to support accurate language representations; however, be mindful of cataloging related issues, such as cost for MARC records.
- o Momentum is important to encourage participation in programs so weekly activities are best, especially in the beginning of new endeavours.
- o As the Australian regional visas often encourage immigration to regional areas, this presents an opportunity for regional libraries to create more opportunities to embrace diversity.
- o Involving members of the community (especially native speakers) in the planning of inclusive activities and purchasing of books helps support cultural authenticity.

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Concluding Comments

This 2021 Punjabi Indian community survey report describes the empirical research undertaken to investigate the level of engagement of the local Punjabi Indian community with services and resources available at the WWCL, the desired resources, programs and services and recommendations made by the Punjabi Indian community. The survey model used in this pilot research can be translated to other culturally and linguistically diverse population groups. The research team confirms the (formal and informal) expression of interest received from the African community in the Riverina region for similar opportunities of inclusion at their local public library.

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Appendix 1. The Full List of Books

Serial Number	Title	Author
1	Barish Da Ghar	Parambir
2	Sachitar Guru Sahiban	Ajit Singh Aulakh
3	Jatak Kathavan	Amarjit Kaur
4	Tahli Mere Bache P.B.	Dilbag Singh Gharyilia
5	Nanhiya Paria P.B.	Balwinder Kaur
6	Sikh Yodhe Album H.B.	Pritpal Singh Tuli
7	Punjabi Lok Kahaniya	Karamjit Singh
8	Hit Updesh Dian Kahania	Amarjit Kaur
9	Maa di Mamta P.B.	Dilbag Singh Gharyilia
10	Gur Balam Sakhian Guru Gobind Singh	Bhai Vir Singh
11	Gur Balam Sakhian Guru Nanak	Bhai Vir singh
12	Jiwan Sanjhi Rasoi	Mihtab Singh
13	Jiwan Laajwab Khane	Mihtab Singh
14	Jiwan Achar Murabbe, Sharbat, AC	CSJS
15	Jiwan Rasoi Sikhiaa	CSJS
16	Sachitar Baba Budda Ji	Ajit Singh Aulakh
17	Album Deep Singh and Mani Singh	Ajit Singh Aulakh
18	Sachitat Das Guru	Ajit Singh Aulakh
19	Sachitar Guru Gobind Singh	Ajit Singh Aulakh
20	Khara Sauda	Bhai Vir Singh
21	Comic Guru Gobind Singh Vol 1	Daljit Singh
22	Comic Guru Gobind Singh Vol 2	Daljit Singh Sandhu
23	Jang Mukatsar	Dr Ajit Singh Aulakh
24	Punjabi Alphabets	CSJS
25	Easy Punjabi Workbook Vol 1	Dr Rai Jasbir Singh

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26	Easy Punjabi Workbook Vol 2	Dr Rai Jasbir Singh
27	Gurmukhi Akhar Bod P.B.	Dr Rai Jasbir Singh
28	Easy Punjabi Workbook Vol 3	Dr Rai Jasbir Singh
29	Theth Punjabi Di Pehli Kitab	Harmanjit Singh
30	Learn Punjabi in 25 days	Santokh Singh Do
31	Set Lets Learn Gurmukhi Vol 4	Gurkirpal Kaur Tully
32	Album Maharaja Ranjit Singh	Dr Ajit Singh Aulakh
33	Sankhep Sikh Itihas P.B.	Piara Singh Padam
34	Janam Sakhi Guru Nanak Dev Ji	Inderjit Singh Gogoani
35	Comic Baba Deep Singh	Daljit Singh
36	Comic Guru Amar Das Ji	Daljit Singh Sidhu
37	Comic Guru Nanak Dev Vol 4	Daljit Singh Sandhu
38	Album Sikh Shaheed	Pritpal Singh Tuli
39	Sukhmani Sahib Sateek P.B.	Bhai Veer Singh
40	Safal Bhai YatrArdas Shaktia	Bhai Raghbir Singh Beer
41	Gurmat Chanan	Bhai Raghbir Singh Beer
42	Simran Mahima	Bhai Raghbir Singh Beer
43	Said Varatman Disha	Bhai Raghbir Singh
44	Sakhi Time with Nani Ji	Bhai Raghbir Singh
45	Guru's Blessings	Daljit Singh
46	Set Punjabi Pustak	CSJS
47	Pattan Di Beri	Balwant Singh Gargi
48	Shokan	Balwant Singh Gargi
49	Mircha Wala Sadh	Balwant Singh Gargi
50	Kesro	Balwant Singh Gargi
51	Abhisarika	Balwant Singh Gargi
52	Choran Nu Mor	Nanak Singh
53	Gagagn Dmama Bajia	Nanak Singh

54	Dhundle Parchavein	Nanak Singh
55	Ikk Myan Do Talwaran	Nanak Singh
56	Adh Khiria Phul	Nanak Singh
57	Chup Preet da Shenshaah Beopari Ate	Puran Singh
58	Ab Chali Jot	Puran Singh
59	Khulle Aasmani Rang	Puran Singh
60	Khulle Maidan	Puran Singh
61	Khulle Ghund	Puran Singh
62	Mainu Vida Karo	Shiv Kumar
63	Laajwanti	Shiv Kumar
64	Bijay Singh	Bhai Veer Singh
65	Baba Naudh Singh CSJS	Bhai Veer Singh
66	Gurmukh Sikhya CSJS P.B.	CSJS
67	Sundri CSJS P.B.	CSJS
68	Paratan Janam Saakhi Guru Nanak	CSJS
69	Rang Da Patta Te Dagar Sippian	Amrita Pritam
70	Muhabat Ikk Drishtikon	Amrita Pritam
71	Oh Aurat	Amrita Pritam
72	Ashak Bhor Fakir Te Naag Kaale	Amrita Pritam
73	Ashak Bhor Fakir Te Naag Kaale 2	Amrita Pritam
74	Ikk si Anita Te Faiz	Amrita Pritam
75	Tuhade Kol Ki hai	CSJS
76	Pani Vich Patashe	CSJS
77	Rukh Te Manukh	CSJS
78	Pach Tantar	CSJS
79	Children Picture Dictionary	Tulli
80	Rasoi Sikhya (Cookery Book)	CSJS
81	Jack and the Beans Talk	Tales Fables

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82	Two Friends	Tales Fables
83	The White Fluffy Cat	Tales Fables
84	Cindrella	Tales Fables
85	Sleeping Beauty	Tales Fables
86	Little Red Riding Hood	Tales Fables
87	Occupations	CSJS
88	Alice In Wonderland	Lewis Carroll
89	Pinocchio	Tales Fables
90	Lalan Di Kurbani DVD	CSJS Multimedia
91	Maharaja (DVD)	CSJS Multimedia
92	Sunny Sikh Boy (DVD)	CSJS Multimedia
93	Birha Tu Sultan	Shiv Kumar
94	Athwan Ajuba	Puran Singh
95	Baba Rura te Hor Kahania	Puran Singh
96	Kagaz te Canvas	Amrita Pritam
97	Kaudia Wala Sapp	Balwant Gargi
98	Kesro	Balwant Gargi
99	Dhunni Di Agg	Balwant Gargi
100	Atte Diya Chirian	Shiv Kumar
101	Luna	Shiv Kumar
102	Khamoshi to Pehla	Amrita Pritam
103	Main te Main	Shiv Kumar
104	Main Tainu Pher Milangi	Amrita Pritam
105	Mirza Sahiba	Balwant Gargi
106	Nimma De Patte	Balwant Gargi
107	Pattan Di Beri	Balwant Gargi
108	Pinjara	Amrita Pritam
109	Rasidi Ticket	Amrita Pritam

110	Piran Da Paraga	Shiv Kumar
111	Sikhi Da Atama	Puran Singh
112	Soch Da Safar	Puran Singh
113	Soga	Shiv Kumar
114	Am I Small?	Philip Winterberg and Nadja Wichmann
115	Brown Bear What Do you See?	Bill Martin, Jr
116	Deepak's Diwali	Divya Karwal and Doreen Lang
117	Farmer Duck	Martin Waddell and Helen Oxenbury
118	The Giant Turnip	Henrietter Barkow and Richard Johnson
119	Goldilocks and the three Bears	Kate Clynes and Louise Daykin
120	Handa's Surprise	Eileen Browne
121	Let's Go to the park	Kate Clynes and Sarah Mills
122	I Love to Brush MyTeeth	Shelley Admont and Sumit Sakhuja
123	I Took the Moon for a Walk	Carolyn Curtis and Alison Jay
124	Lima's Red Hot Chilli	David Mills and Derek Brazell
125	Listen Listen	Phillis Gershator and Alison Jay
126	Lohri: The Bonfire Festival	Parveen Kaur Dhillon and Anantdeep Kaur
127	My First Alphabets Picture Book	Gaganjot S.
128	Lonely Rabbit and her Dream	Roy
129	Walking through the Jungle	Debbie Harter
130	When Someone is Afraid	Valeri Gorbachev and Kostya Gorbchev
131	We're going on a Bear Hunt	Michael Rosen
132	Biblio Bee My First Picture Dictionary	Sarah Philips
133	The Very Hungry Caterpillar	Eric Carle
134	Chup di Awaz	Shiv Kumar

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Appendix 2. Circulation Data of the new

Punjabi Loans to 31/12/2021		Total	LOAN
Total		40	40

		Total	**LOAN**
CL	**PU HART**	2	2
	PU KARW	1	1
	PU KEYM	1	1
	PU MAHA	1	1
	PU MART	1	1
	PU MILL	1	1
	PU ROSE	1	1
	PU ROY	1	1
	PU SIDH	2	2
	PU SUNN	1	1
	PU TAHA	1	1
	PU VERM	1	1
	PU WADD	1	1

11/03/2022

		2	2
	PU CARR	1	1
	PU CLYN	1	1
	PU CURT	1	1
	PU GAGA	2	2
	PU GERS	2	2
	PU GORB	1	1

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Appendix 3. List of new Punjabi collection Barcodes and Call Numbers

11/03/2022   Listing of Punjabi Collection

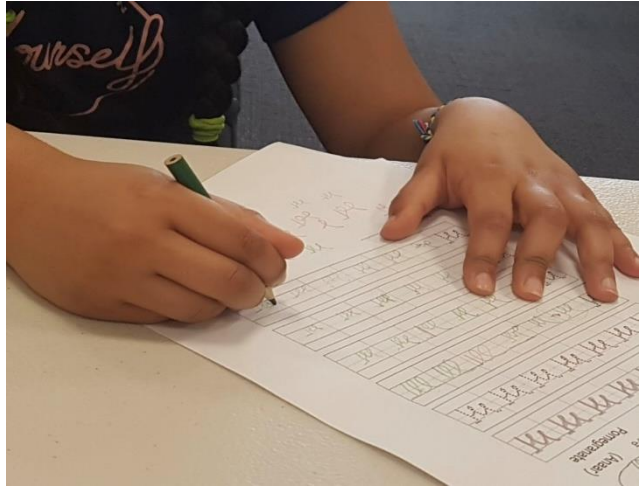| Barcode	Collection	CallNumber
5192482	CL	PU 294.6 AUKL
5192483	CL	PU 294.6 AUKL
5192490	CL	PU 294.6 BABA
5192419	CL	PU 294.6 GOBI
5192480	CL	PU 294.6 GOBI
5192415	CL	PU 294.6 NANA
5192418	CL	PU 294.6 NANA
5192421	CL	PU 294.6 NANA
5192481	CL	PU 294.6 NANA
5192489	CL	PU 294.6 SAND
5192412	CL	PU 294.6 SING
5192414	CL	PU 294.6 SING
5192416	CL	PU 294.6 SING
5192417	CL	PU 294.6 SING
5193868	CL	PU 294.6 SING
5192478	CL	PU 294.6 TULI
5192479	CL	PU 294.6 TULI
5192413	CL	PU 294.6 VIR
5192420	CL	PU 294.6 VIR
5192422	CL	PU 294.6 VIR
5192484	CL	PU 294.63 SIDH
5192485	CL	PU 294.63 SIDH
5192486	CL	PU 294.63 SIDH
5192487	CL	PU 294.63 SIDH
5192488	CL	PU 294.63 SIDH
5192429	CL	PU 398.2 PANJ
5192399	CL	PU 491.42 CHIL
5192396	CL	PU 491.42 SING
5192398	CL	PU 491.42 THET
5192442	CL	PU 641.4 PANS
5192441	CL	PU 641.5954 AROR
5192445	CL	PU 641.5954 MAHI
5192443	CL	PU 641.5954 PARA
5192444	CL	PU 641.5954 SING
5192430	CL	PU 891.42 SING
5193882	CL	PU 891.4209 AMRI
5193875	CL	PU 891.4209 GARG
5193876	CL	PU 891.4209 GARG
5193879	CL	PU 891.421 AMRI
5193880	CL	PU 891.421 AMRI
5193881	CL	PU 891.421 AMRI
5192491	CL	PU 891.421 NEKI
5192439	CL	PU 891.421 SHIV
5192440	CL	PU 891.421 SHIV
5193869	CL	PU 891.421 SHIV
5193870	CL	PU 891.421 SHIV
5193871	CL	PU 891.421 SHIV
5193872	CL	PU 891.421 SHIV
5193873	CL	PU 891.421 SHIV
5193874	CL	PU 891.421 SHIV
5192436	CL	PU 891.421 SING
5192437	CL	PU 891.421 SING
5192438	CL	PU 891.421 SING
5192432	CL	PU 891.422 GARG
5192433	CL	PU 891.422 GARG
5192434	CL	PU 891.422 GARG
5192435	CL	PU 891.422 GARG
5193860	CL	PU 891.422 GARG
5193862	CL	PU 891.422 GARG
5193877	CL	PU 891.422 GARG
5193878	CL	PU 891.422 GARG
5192431	CL	PU 891.422 NANA

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Barcode	Collection	CallNumber
5192423	CL	PU 891.424 SING
5192424	CL	PU 891.424 SING
5192425	CL	PU 891.428 AMRI
5192426	CL	PU 891.428 AMRI
5192428	CL	PU 920.054 AMRI
5192492	CL	PU 922.946 AULA
5192427	CL	PU 922.946 PADA
5192493	CL	PU 954.552 RANJ
5192228	CL	PU ADMO
5192447	CL	PU AMRI
5192451	CL	PU AMRI
5192452	CL	PU AMRI
5193864	CL	PU AMRI
5192453	CL	PU AULA
5192245	CL	PU BARK
5192238	CL	PU BROW
5192226	CL	PU CARL
5192503	CL	PU CARR
5192500	CL	PU CIND
5192227	CL	PU CLYN
5192254	CL	PU CLYN
5192505	CL	PU COLL
5192242	CL	PU CURT
5192264	CL	PU DHIL
5192477	CL	PU DOMA
5192216	CL	PU GAGA
5192450	CL	PU GARG
5192235	CL	PU GERS
5192225	CL	PU GORB
5192210	CL	PU HART
5192509	CL	PU HITA
5192506	CL	PU JACK
5192508	CL	PU JATA
5192261	CL	PU KARW
5192494	CL	PU KAUR
5192495	CL	PU KAUR
5192507	CL	PU KAUR
5192499	CL	PU KEYM
5192502	CL	PU LITT
5192475	CL	PU MAHA
5192496	CL	PU MAM
5192260	CL	PU MART
5192230	CL	PU MILL
5192057	CL	PU MYFI
5192448	CL	PU NANA
5192449	CL	PU NANA
5192454	CL	PU NANA
5192457	CL	PU NANA
5192211	CL	PU ROSE
5192213	CL	PU ROY
5192510	CL	PU SIDH
5192511	CL	PU SIDH
5192512	CL	PU SIDH
5192513	CL	PU SIDH
5192514	CL	PU SIDH
5193863	CL	PU SING
5193865	CL	PU SING
5193866	CL	PU SING
5192501	CL	PU SLEE
5192476	CL	PU SUNN
5192497	CL	PU TAHA
5192498	CL	PU VERM
5192446	CL	PU VIR
5192455	CL	PU VIR

Barcode	Collection	CallNumber
5192456	CL	PU VIR
5192515	CL	PU VISN
5192212	CL	PU WADD
5192256	CL	PU WINT

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Appendix 4. Photo Gallery

Children learning to write Punjabi language

Punjabi Story Time

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Punjabi Women's Group

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The Morning Tea and Punjabi Books' launch

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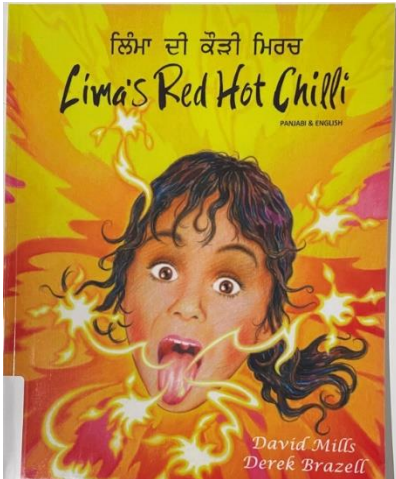
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The Research Team

(From left to right: Associate Professor Karen Bell, Dr Kasey Garrison and Dr Sabine Wardle)

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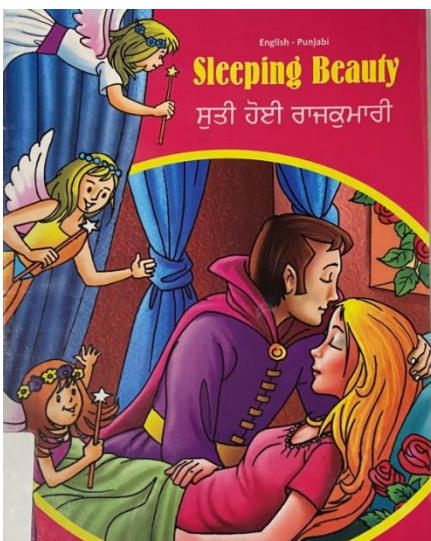
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Appendix 5. Examples of Translation Errors

The word 'Hot' incorrectly translated to 'Bitter'
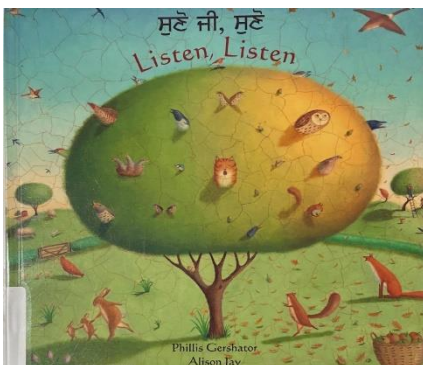
The two words 'Listen, Listen' have been translated to three words in Punjabi. The third word could imply 'Sir' and seems unnecessary in relation to the original text.

The translation of the word 'Sleeping' has a missing gemination (Consonant lengthening symbol)

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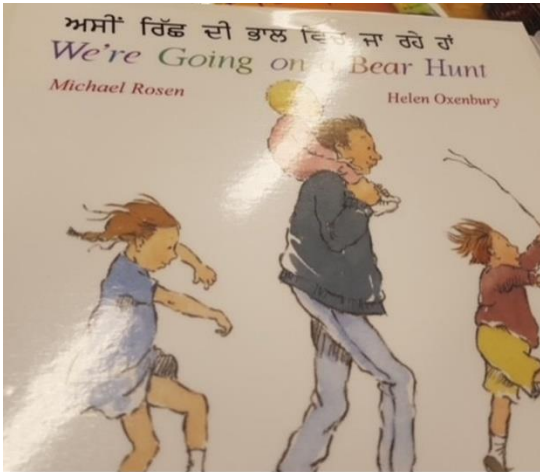
The translation of the word 'We' has an extra diacritic (a dot) on the top right of the word.
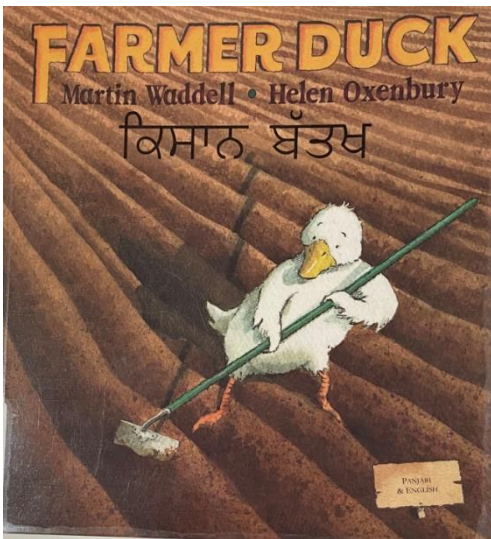
The translation of the word 'Duck' has a gemination (Consonant lengthening symbol), which is unnecessary.
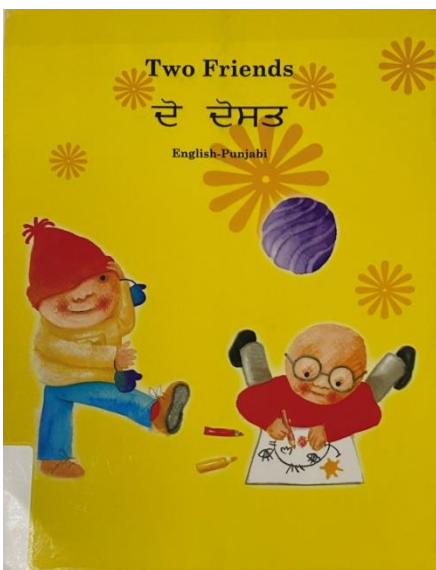
On page seven of the book 'Two Friends', there are two words are joined as one word with no required space in between the words (please see lines one and six of the translated text)

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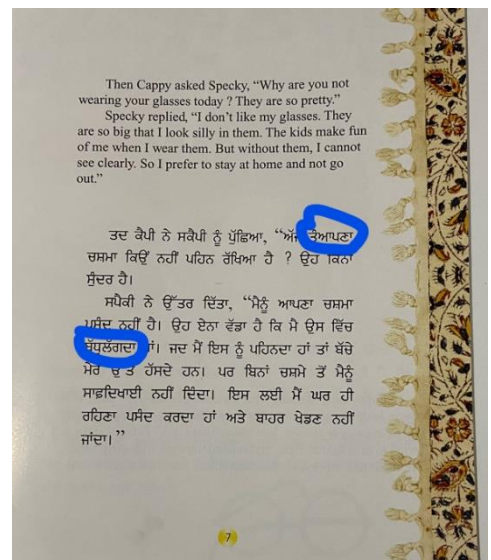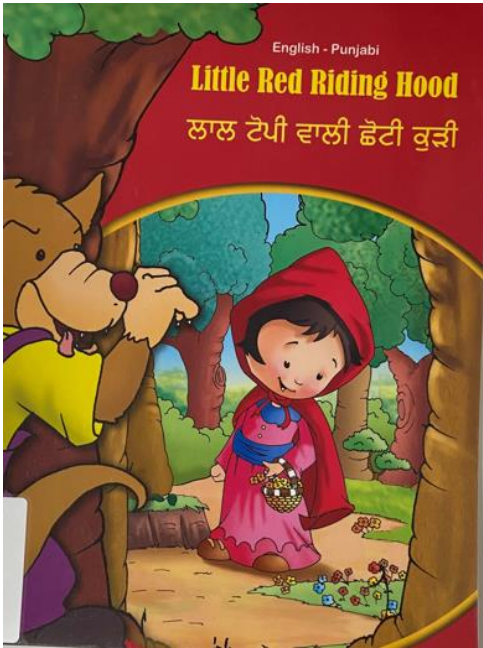
There is an additional word 'girl' added in the translated text, whereas there is no reference to a girl in the original text.
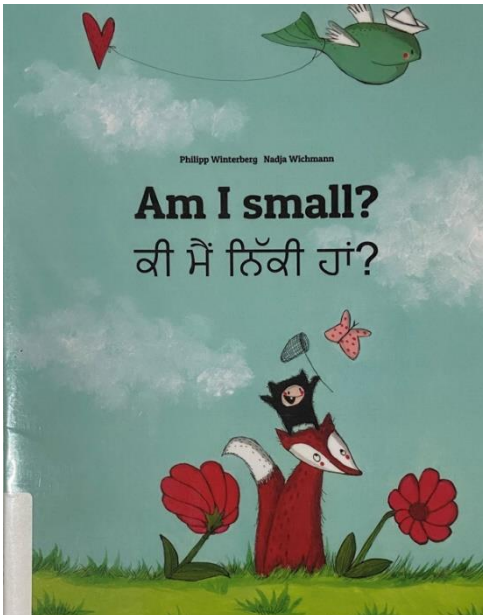
The translated text refers to a small girl, whereas there is no reference to gender in the original text.

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Appendix 6. Media Coverage

- It's hoped a project that's made a regional library more accessible to members of the Punjabi Indian community could be expanded to other migrant populations. The Wagga Wagga City Library is now home to a collection of books in Punjabi language and it's helping new residents feel more at home.

Guest/Audio: Mandeep Kaur. Wagga Wagga City Library, Caitlin Enever. Charles Sturt University, Sabine Wardle.

Duration: 30min

Broadcast: Tue 7 Dec 2021, 6:00pm

Posted Friday 14th May 2021

Project set to expand City Library's multicultural collections

Building on a strong history of collaborative research on multicultural communities in Wagga Wagga, the Wagga Wagga City Library is partnering with Charles Sturt University to engage with the city's Punjabi community.

WELCOME ADDITIONS: Manager Library Services Claire Campbell says the project will deliver more library resources and services for the local Punjabi community.

COLLABORATIVE PROJECT SET TO EXPAND LIBRARY'S MULTICULTURAL COLLECTIONS

Building on a strong history of collaborative research on multicultural communities in Wagga Wagga, the Wagga Wagga City Library is partnering with Charles Sturt University to engage with the city's Punjabi community.

The project is titled 'Embracing the cultural identity of burgeoning ethnic groups in regional public libraries: A pilot project with the Punjabi Indians' and is funded by the State Library of NSW.

The research, being undertaken by Charles Sturt University's Dr Sabine Wardle and Dr Kasey Garrison, will focus on how libraries promote multicultural collections and services to emerging groups like the growing Punjabi community in Wagga Wagga and the wider region.

The project working group has commenced and meetings are held regularly on Sundays in the Community Learning Space at the library.

The purpose of this study is to promote and embrace Punjabi cultural identity through public library services and address the collection and services offered to the Punjabi community by introducing a collection of culturally relevant resources and community activities.

Manager Library Services Claire Campbell said the university team has developed a survey about what resources the Punjabi community would like to be able to borrow, and what activities they would like to see at the library to support their community and celebrate their culture.

"The library will help to promote the survey, provide meeting spaces and contribute to the cost of new resources,"

Ms Campbell said.

"One of the main outcomes from the research will be the selection and purchase of new Punjabi resources informed by the community survey and ongoing discussions.

"These will be purchased by the research grant and from the library's collections' budget for culturally and linguistically diverse resources.

"Another important outcome of this project is the opportunity to welcome the Punjabi community to the library spaces to meet and to share their culture with the wider community."

This project is a further expansion of the library's multicultural collections and programs like Language Café and the Tech Savvy Communities classes delivered in Arabic, Dari and Yezidi.

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Charles Sturt researchers have ensured cultural inclusivity for Wagga Wagga by bringing a Punjabi language book collection to the city's library.

- **University project results in 136 new Punjabi language books at Wagga Wagga City Library**

A Charles Sturt University research project is broadening the diverse offering of books at Wagga Wagga City Library with the addition of a Punjabi language books collection.

Charles Sturt Lecturer in Social Work Dr Sabine Wardle and Associate Professor Karen Bell with the School of Social Work and Arts and Senior Lecturer in Information Studies Dr Kasey Garrison with the School of Information and Communication Studies launched their project on Saturday 4 December.

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📖 PUNJABI BOOKS BUILD CONNECTION📖

The Wagga Wagga library is now home to 136 Punjabi books, the largest collection in a regional NSW library.

It is part of a pilot research project to promote Punjabi cultural identity involves the local community, Charles Sturt University, the State Library of NSW, and Wagga Wagga City Library.

CSU researcher Sabine Wardle said the Punjabi Indian population in the Riverina is growing rapidly and this project worked with the community to build resources and engagement in the public library service.

"People wanted to have a stronger Punjabi language collection, particularly for children, to stay connected with their roots," she said.

The book collection, which was launched today, covers topics from history and poetry to cooking and children's stories.

The library has also hosted women's craft groups and a Punjabi children's language class.

📷Researcher Sabine Wardle and Wagga Wagga City Library's Caitlin Enever