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Preface

Libraries and education have walked hand in hand along the corridors of time. Whether we talk of ancient libraries of Nalanda and Takshashila in the East or the modern libraries of Harvard and Cambridge in the West, libraries and education have always been linked to each other, sharing a robust relationship. Library indeed, is an integral component of education; neither of them would hold much significance without the other. Education, whether formal or informal, is attained through the recorded experiences of human beings. Library, as a knowledge centre, acquires, organizes, preserves, and disseminates these recorded experiences.

People who imagine libraries to be a collection of books as print on paper often forget that, if it is so, how come we had a great library at *Nineveh* the capital city of Assyria in the 7th century BC? The collection of this Royal Library of Ashurbanipal contained only clay tablets. One of the largest libraries in the ancient world, the Ancient Library of Alexandria in Egypt in the 3rd century BC contained only papyrus rolls. Paper was invented only in 105 AD in China and printing in the 15th century AD in Germany; yet we had libraries in the ancient world with collections running into several thousands. Therefore, a library is not merely a collection of printed material, but a collection of sources and resources of information, knowledge and experiences, in whichever media human beings record them. Consequently, with the changing writing materials and media, libraries went on adding to their collections from papyrus to paper, from manuscripts to microforms, from cassettes to compact disks, from online databases to the Internet and the Web itself. This transition that we witness in today's library collections also calls for a paradigm shift in the library operations, functions and services. Not just in the developed countries, countless efforts have been made in this direction in India as well.

Soon after India's Independence, Radhakrishnan Commission (1948) and then Kothari Commission (1964) recognized the significant role of libraries in higher education and made strong and comprehensive recommendations to strengthen the libraries. Even the 'Library Committee to Advice the UGC about the Development of Libraries and their Organization (1959)'set up under the chairmanship of Dr. S. R. Ranganathan. This provided a solid foundation for academic libraries, which came to light when it published its report in 1965. University Grants Commission (UGC) has introduced a number of development schemes to take the libraries forward in our country.

In about last two decades, a notable and laudable initiative by UGC had been the launching of INFLIBNET in 1991 which in turn has helped modernizing and networking university libraries in India. National Knowledge Commission

(NKC) was set up in 2005 to transform India into a knowledge society in this 21st century. As the focus of NKC was basically in building excellence in education, promotion in the creation, management and utilization of knowledge in various sectors of education and governance; libraries appeared one single all-pervading area touching each of the focal point. Hence a Working Group on libraries was setup with its own terms of reference to reform the Library and Information Services (LIS) sector. In the same spirit in 2009, Department of Education of Ministry of Human Resource Development of Government of India launched National Mission on Education through ICT (NME-ICT). The idea is to use ICT as a tool to improve the enrolment rate in higher education and also to reduce the digital divide. INFLIBNET is helping in the development of e-content in various subjects for NME-ICT.

Consortia models for enhancing the access to digital resources are being practiced by libraries in our country. Digital library initiatives are happening all around us, notable among them being, Digital Library of India hosted by ERNET, 'KALASAMPADA' Digital Library, Resource of Indian Cultural Heritage (DL-RICH) by IGNCA, New Delhi, etc. Library networks are expanding every day and use of   open source software for library management and digital library creation are gaining momentum.

In this scenario, where educational and informational landscape are undergoing an unprecedented transformation, it is important to constantly deliberate, debate and develop strategies to hone new information skills to meet the challenges ahead. Therefore, for its Annual Seminar on 23rd August 2014, ADINET has decided the theme *Libraries and Education: Vision 2020* for discussion and deliberation. Every year ADINET celebrates the birth anniversary of Dr. S. R. Ranganathan, the father of Library Science in India, by holding a seminar on a significant issue. *Libraries and Education: Vision 2020* is a momentous issue in taking India into a knowledge society in this 21st Century. A crucial area in this important journey is the capacity and capability building of the information professionals. Hence, *Skills and Competencies* is the first sub theme of this seminar. Initiatives like NME-ICT are precisely trying to integrate technology, education and libraries. Thus, the second sub theme of the seminar is *Impact of Technology on Libraries and Education*. The enormous flow of electronic information resources, the cost escalation of print resources coupled with the inelastic budgets of the libraries present a huge challenge to collection building. Libraries are forced to redefine their collection development policies. So, the third sub theme is on *Challenges in collection building*. 'Service' has been the motto of libraries ever since the beginning of the 20th century. Today, owing to the changing information landscape, the information needs and demands of the users are rapidly and significantly changing. To modify their tools and techniques to meet the users' expectations, in the first place, it is imperative for libraries to find out what the expectations are. For instance, in a developing country like India, public

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access to technology itself is an expectation of the users. Accordingly, the fourth and the last sub theme of this seminar is **Changing Needs of Library Users**.

This *Book of Papers* contains eleven papers spanning the four sub themes. Dr. Urmila Thaker's paper titled *Libraries and Education – Vision 2020* details the recent initiatives and developments that have taken place in our country in the area of libraries and education. This paper meticulously chalks out the skills and competencies needed for librarians/knowledge professionals to manage the libraries in the electronic environment. This is the only paper covering this sub theme on **Skills and Competencies**.

The second theme **Impact of Technology on Libraries and Education** has three papers. Dr. Sanghamitra Pradhan's paper is titled *Technology impact in access to information: Creating possibilities for learning environment*. This paper discusses the impact of technology on students' learning; with a special focus on the technology's impact on the physical as well as intellectual access to information. In other words how to get information is equally important as where to get it. Dr. Parul Zaveri's paper *LIS education and e-learning: Vision 2020* brings into fore the increasing need for e-learning due to distance learning courses being offered for remote learners. This paper describes the e-learning practices at SHPT School of Library Science, SNDT Women's University, Mumbai. Two online certificate courses are offered completely in virtual mode using WizIQ and MOODLE. Ms. Prachi Doshi, Mr. Sanjay Parekh, Ms. Shilpa Gupte and Mr. Nilanjan Roy have written a paper titled, *The Changing world: impact of IT on library of a higher education institute*. In this paper the authors describe the traditional as well as e-library mission of ARIBAS (Ashok & Rita Patel Institute of Integrated Study & Research in Biotechnology and Allied Sciences) Library.

Challenges in collection building which happens to be the third theme contains three papers. *Open Access: A viable path for journal collection building* is by Dr. Shyama Rajaram and Mr. Pawan R. Agrawal. The paper touches the pricing paradox of scholarly journals and the birth of the Open Access concept. The paper demonstrates how open access journals can be used in collection building in libraries. Ms. Sita Lakshmi Moopanar's paper on *Collection development at the American Library: An overview* explains the collection-building practices adopted at the American Library, Mumbai. The paper also discusses the new initiatives in collection development being introduced in the Library. Nuri K. Chauhan's paper *Challenges for acquisition and collection building in Medical Libraries* discusses the important issues in the Medical Library collection development.

Changing needs of library users which is the fourth and the last theme in this book includes four papers. Ms. Bhakti Gala's paper, *New user service*

models: Academic library perspectives, examines how the changing information landscape is redefining users' needs. The paper takes the example of University of Illinois at Urbana-Champaign to discuss the current trends in user services. *Reference service using Internet* is an interesting paper by Ms. Nalini J K. This paper presents useful pointers to numerous websites which are available free of charge on the Internet, that can be used to provide efficient and effective reference service. Mr. Lagdhir Rabari's paper titled, *Current trends in GNLU library and library users: A review study,* reviews the collection, services, functions, and related aspects of Gujarat National Law University (GNLU) library, Gandhinagar. Lastly the paper, *Users' satisfaction in libraries of management institutes in Gujarat* is written by Mr. Upendra P. Pandya. This paper discusses the result of a user satisfaction survey as a guide to improve the collections and services of Management Libraries.

We hope this bouquet of papers helps in sharpening our vision to march towards 2020!

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