

ADINET e-News Digest

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Rare book experts join forces to stop tome raiders

British Library conference highlights rise in thefts from heritage libraries around the world, with tens of thousands of manuscripts missing

The Wytfliet atlas of 1597, which contains some of the earliest maps of the New World, was stolen from the Royal Library of Sweden and made its way to Sotheby's in London.

Thefts of rare books, maps and manuscripts from national libraries have sparked such alarm that international experts are joining forces to stop any further vandalism to the world's cultural heritage.

Lawyers and librarians, booksellers and auctioneers will descend on the British Library next month for a major conference whose title – The Written Heritage of Mankind in Peril – conveys the seriousness of the problem.

The first conference of its kind follows a series of devastating thefts from libraries. The losses include volumes created hundreds of years ago, some mutilated by having single sheets brutally removed with scalpels.

Tens of thousands of historic books and manuscripts are

thought to be missing, according to a leading art lawyer, Chris Marinello, head of London-based company Art Recovery International.

He believes the number of such thefts is increasing because criminals are seeing prices for legitimate sales soar into seven figures. The 1640 Bay Psalm Book was sold by Sotheby's for a record £8.73m in November 2013.

Marinello said: "In the past, libraries were aware of the value of their books, but not necessarily [their] contents ... That material was never really catalogued or scanned." Thieves with razors and scissors have been able to walk away with extremely valuable objects. He added: "Library security has to improve. They've been kind of shocked into that."

The conference takes place on 26 June. The keynote speech will be delivered by Prof Norman Palmer QC, one of the UK's foremost legal experts on cultural issues. He said: "We hear a lot about the theft of art and antiquities. Less prominent are illegal takings from libraries. Books, manuscripts and archives have tended to be – certainly in terms of legal scrutiny – a bit of a Cinderella."

He said: "Thefts are a real problem that plagues almost all

national libraries. It goes beyond the actual monetary value of these works because really they're priceless. Once they're lost, a good chunk of a country's history is lost."

British cases include the so-called "tome raider", who targeted the Royal Horticultural Society's Lindley library, among other institutions, and a thief who stole 50 of the world's rarest maps from the National Library of Wales, Aberystwyth.

Speakers at the British Library conference will include Jerker Rydén, legal adviser to the Swedish library. The problem, he said, is that "insiders will always find ways to commit crimes". The Swedish library was targeted by the man who headed its rare book department - and its security.

IGNOU asked to restart e-Gyankosh programme

The HRD Ministry has asked IGNOU to restart the online education programme e-Gyankosh, which was stopped in 2013 allegedly by Vice Chancellor M Aslam who is now facing a probe into administrative irregularities and closing down of certain programmes.

Asking the varsity to "reactive" the eGyanKosh repository, joint secretary in the Ministry SP Goyal has suggested that it may be

integrated with the SAKSHAT programme for seamless access of content with national digital library and the Massive Open Online Courses (MOOCS).

When discontinued, the e-GyanKosh platform was receiving on an average 1000 visits per day from across the world and by November 2013 had received 20 lakh hits. It had more than 3 lakhs active registered users, having free access to the content. In August, 2011, IGNOU's board of management resolved to convert e-Gyankosh into an open educational resource which would have gone a long way towards having a virtual University in the country.

The shutdown not only led to a waste of Rs 20 crore but also deprived the facility to lakhs of students particularly those in the remote regions of the country, the foreign students of IGNOU and the members of the Indian Armed Forces who are pursuing IGNOU programmes, they said.

Source:

http://zeenews.india.com/news/india/ignou-asked-to-restart-e-gyankosh-programme_1620481.html

Govt Launches eBasta, A Digital Library Of Downloadable School Books, Yet Another Digital India Initiative

The Digital India initiative is spreading it's wings in every area possible. Over last few months there have been many initiatives

launched under this scheme, but most of them have been geared towards transparent Governance and other Government related services.

Now, under Digital India initiative, the Government has launched a platform that extends may help Indian school students tremendously. Aptly called eBasta (*Basta* means school bag in Hindi), this new platform was unveiled today by the Government that will provide digital and eBook versions of school books and other study material to school students through-out India.

The platform, eBasta, is merely not a library of books, but a collaborative platform where school Book publishers, School teachers, students and even various retailers can participate.

According to the [eBasta website](#), "it is a framework to make school books accessible in digital form as e-books to be read and used on tablets and laptops. The main idea is to bring various publishers (free as well as commercial) and schools together on one platform. In addition to the portal, a back-end framework to facilitate the organization and easy management of such resources has also been made, along with the web based applications that can be installed on tablets for navigating the framework."

What Can School / Teachers Do with eBasta?

The school or teachers can log on to the portal and search for eBooks and other digital content. They can then logically organize it

by creating eBasta for their own students. It's exactly like you create a bag full of schools books that are related to each standard or course. School teachers can choose and bundle content according to their teaching methods. Access to variety of resources – text, simulation, animations, audio books, videos, etc – to choose from.

What Can Students Do with eBasta?

eBasta provides an Android Application download, which students can install on their mobile phones or tablets. The students can then go to eBasta and download the eBasta that has been created by their school or teachers. This way, the students will have all the content as required by their teachers.

Because the content is in digital format, it can be stored on any device and shared or copied making the entire content very accessible and portable for students to use.

What Can Publishers Do with eBasta?

For school book publishers, eBasta becomes a marketplace where they can read out to thousands of schools across the country. They can register on the portal and then list, sell and distribute all their content in digital format.

Apart from listing and showcasing their content, the publishers can get direct feedback from teachers and students regarding the digital content they offer. The platform

also supports DRM, so they do not have to worry about piracy of books too.

Here is how all stakeholders are involved on eBasta

Source:

<http://www.ebasta.in/>

Reading on a smaller screen

E-books and e-readers are becoming popular in India, but the paperback is not dead

There is still nothing to beat the power of a book. However, it is natural that the smart phone juggernaut will have us take a look at whether flipping virtual pages could be as impactful as the real thing. In fact, for digital migrants, it is still hard to replace a book with a touchscreen, but the digital natives have no such qualms and can read long-form on a three-inch screen if the need arises.

However, has the smart phone really grown enough to replace a hardbound? It is a tough question, especially in a country like India where a lot of the old world still has strong ground despite the smart phone juggernaut. But our liking for large-screen smart phones might just be what makes people go for the big shift. Analytics firm Flurry says 38% of Indian smart phone users are on a phablet with a screen size of at least five inches. And that size is perfect for those who want to take a book wherever they go. Most Indian websites are being read more on mobile than on desktop. And it is wrong to think people read only

short-form online; longer stories seem to be read more on small screens.

Coming back to books, reading online offers an advantage no library will ever be able to replicate, and that is the promise of choice and access to millions of books all over the world. Amazon Kindle, arguably the largest bookstore in the world, offers 3 million e-books on its Indian store. About 800,000 of these books are exclusive to Kindle and about 50,000 are free.

Sanjeev Jha, India director of Kindle Content, says the company wants people to read at their convenience and Kindle is happy to provide a platform which enables them to read on their smartphones too. While Kindle is usually associated with its e-readers, there is also a popular app that works on all kinds of devices, even the PC. "India is among the top-ten countries globally for books, and is the third-largest market segment for English books," says Jha. Amazon's excitement with the Indian market is reflected in the fact that the latest Kindle Paperwhite e-reader was announced for India the same day as the rest of the world.

While Indians love books across all genres, Jha says that major categories are literature & fiction, business & economics, biographies, children's books, and mythological & religious books, in that order. It helps that a lot of books are actually more affordable as e-books. Amazon has over half a million titles priced under R99 and 1.5 million

tiles under Rs 299. Recently, it offered a discount for those who wanted to pre-book Amish Tripathi's new book on a Kindle device.

But what are the other advantages of reading online? There is a possibility of continuum or the ability to continue reading the same book seamlessly across devices with technologies like Kindle's Whispersync. Then you can tap to find the meaning and usage of a word, especially useful for kids. Plus, you could be carrying a virtual library wherever you are going without paying for the excess baggage. And, for kids, the books could become really interactive too.

Source | Financial Express | 30 June 2015

Cheaper e-courses get popular

Students have begun to veer towards online courses that are a lot more affordable than those offered in colleges.

According to edX, a massive open online course (MOOC) provider and online learning platform, nearly 40 lakh students take online courses offered by various foreign universities and online course platforms. These accommodate nearly four lakh learners from India, making the country the second largest population of e-learners.

Samarth Bhargav, a software engineer, has taken multiple online courses that include

Introduction to Computer Science from Harvard University and Web Intelligence and Big Data from IIT Delhi. "These courses help me learn a lot of new, exciting subjects that aren't offered in conventional schools and colleges, at least not for free. The one I am currently doing, Autonomous Navigation Course, is probably offered by only handful universities in the world. Apart from learning new subjects, these help me focus on topics we barely remember towards the end of engineering."

While not all courses are free, the fees are minimal for most.

The US department of education's research evaluation in 2010 showed that higher education students enrolled in online learning courses performed as well as those in on-campus courses.

Some students even say it's easier to concentrate on an online course as there are no distractions. Siri Raavi, a student from Hyderabad who is doing a course in Artificial Intelligence, said, "The courses are definitely helping me understand concepts in a much simpler way."

Recently, the British Council launched a series of free MOOC for teachers and students. Short-term courses to help students with IELTS and English language tests are on offer. The Indian Institute of Technology Bombay also launched IIT-BombayX in January this year.

10 things that super successful leaders do

*Leaders are best measured by
the productivity of their
teams*

**Why is it that some leaders
stand out--performing better
than their peers while
achieving better results?**

Is it because they are genetically predisposed to be better leaders, or perhaps because they have better training? I personally believe that today's very best and most successful leaders got that way by applying some very simple, but powerful habits on the job.

Unfortunately, there are a lot of leaders in business today who need to do a better job. According to the Gallup Organisation, a staggering 87% of employees worldwide are not engaged in their jobs or their work. This is a huge problem that creates massive losses for businesses large and small, in every industry. When employees are not engaged in their jobs, then they are not being productive. And when employees are not being productive, then their companies lose money--and customers and market share. The solution? Good leadership practices.

Here, then, are the top-10 habits of today's most successful leaders.

1. Acknowledge

When things are going well in your organisation, let people know--early and often. Publicly recognise productive employees for their contributions. Make a big deal about it. Encourage outstanding, sustained performance by showing your employees how much their efforts are appreciated. Studies show that acknowledging the great things your employees do can be more motivational than bonuses.

2. Motivate

Set high standards for communication, productivity, and professionalism throughout your organisation. During periods when these standards are not met, avoid assigning blame and singling out poor performance, as these responses only call attention to the problems. Find ways to get back on track as an organisation. Don't lower your standards, instead, partner with your employees and take on challenges as a team. Enlist your employees' input to identify blocking issues, focus attention on possible solutions, and strive to meet and exceed expectations.

3. Be Decisive

All leaders must make tough decisions It goes with the job. They understand that in certain situations, difficult and timely decisions must be made in the best interests of the entire

organisation, decisions that require a firmness, authority, and finality that will not please everyone. Extraordinary leaders don't hesitate in such situations. They also know when not to act unilaterally but instead foster collaborative decision-making.

4. Communicate

Communicate clearly, professionally, and often. Employees expect their manager's honest assessment of their performance. In order to credibly provide this feedback, excellent managers must thoroughly understand their organisations and accurately assess progress. When things are running smoothly, highlight what is working and communicate success throughout the organisation. When problems arise, consider the potential impact you can have by constructively communicating your concerns. Remember that communication is a tool that can (and should) inspire and motivate as well as identify and resolve problems.

5. Trust

Learn to trust your employees. Bosses who believe employees are capable and responsible encourage autonomy while also creating a strong sense of community throughout the organisation. To establish trust, create a safe, positive working environment with open, honest, two-way communication. Trust that your employees will meet or

exceed organisational goals when working in a productive, safe, and supportive environment.

6. Be Confident

Not only are the best leaders confident, but their confidence is contagious. Employees are naturally drawn to them, seek their advice, and feel more confident as a result. When challenged, they don't give in too easily, because they know their ideas, opinions and strategies are well-informed and the result of much hard work. But when proven wrong they take responsibility and quickly act to improve the situations within their authority.

7. Develop

Set up your employees for success, not failure. Provide them with the tools and training they need to reach their full potential, and to meet and exceed the standards you have set. Encourage them to identify their strengths and what motivates them. When possible, incorporate what drives them into their daily tasks.

8. Direct

Ensure that your employees feel challenged with their jobs, but not overwhelmed. Create a clean, well maintained, and organized working environment where they can do their work and feel comfortable. Delegate tasks appropriately and look for opportunities to maximize each

employee's strengths.

9. Partner

Make your employees feel like they are a part of something special and that their efforts are truly appreciated. Involve them directly in the success of the organisation. Create and cultivate a sense of camaraderie, where people feel it is fun to come to work, because it is a positive and productive environment and they feel they are part of an efficient, skilled, and highly successful community.

10. Be Honest and Transparent

Strong leaders treat people how they want to be treated. They are extremely ethical and believe that honesty, effort, and reliability form the foundation of success. They embody these values so overtly that no employee doubts their integrity for a minute. They share information openly and avoid spin control. These practices and behaviors will have a major impact on the effectiveness of your employees. Be the very best boss you can be and your employees will step up. When you get the very best from your people, your business will be tough to beat.

Source | Economic Times | 22 May 2015

Raising serious questions about the quality of Doctor of Philosophy

(Ph.D) holders in the country, a parliamentary panel has sought an evaluation report to understand why suitable candidates were hard to find for vacant teaching posts. With over 7,000 research scholars being awarded Ph.D every year, the panel has suggested "reorienting" the entire system of evaluation of Ph.D and other research scholars. In its report tabled in Parliament last week, the Parliamentary Standing Committee on human resource development stressed on increasing the number of research fellowships and new schemes for teaching assistantship, taking into account the shortage of teaching faculty in higher educational institutes.

Drawing attention to the quality aspect of Ph.D holders, the committee said they were rolling out of Indian universities like dime a dozen. "The Committee would like to have an evaluation report, if any, about the quality and standard of Ph.D holders across the country to understand why suitable candidates are difficult to find for the vacant positions. Maybe we need to reorient the entire system of evaluation of Ph.D and other research scholars," it said in its report. Shortage of faculties in premier institutes such as Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and National Institutes of Technology (NITs) continues to be grim with no improvement foreseen in the near future, it said.

To address the issue, it suggested that if stricter norms for the appointment of faculty is coming in the way, then University Grants Commission (UGC) and other regulatory bodies should review them on regular basis and bring in necessary changes so as to fill up the vacant posts at the earliest. "HRD ministry should take steps to enhance the prestige of the teaching profession," it said.

Building skills beyond a degree

Aligning diverse skilling mechanisms with the unified NSQF has started creating a skilling ecosystem. If implemented properly, it can be transformative for India

India has had multiple mechanisms for vocational education and training, driven by over 20 central ministries and various regulators such as AICTE, UGC, NCVT, SCVTs, and school and technical education boards. In the non-formal private sector, training providers such as NIIT, aircrew training academies, IL&FS, etc, in different sectors and of varying sizes, quality and shapes are also active. In addition, many employers such as Infosys and Maruti have set up in-house dedicated infrastructure for skilling fresh graduates to meet their own requirements.

The country also has millions of people who have learnt vocational skills through the guru-chela

tradition in an informal manner. This is further complicated by the fact that most vocational training and education systems continue to remain either unconnected with or loosely linked to industries' requirements. There are no common yardsticks for measuring work-related competencies across various mechanisms of learning skills.

An obvious answer to these is to create common standards incorporating the industries' requirements for different kinds of job roles, and mechanisms for evaluating and aligning the vocational training being provided by the above mentioned training providers with these standards.

The National Skills Qualifications Framework (NSQF), notified by the then government in December 2013, aims to address these issues. It is designed to enable the learner to acquire knowledge and skills which are required by the National Occupational Standards (NOS) to be able to perform a particular job role.

The National Skill Development Corporation (NSDC) has anchored the creation of 31 Sector Skill Councils (SSCs). Each SSC is primarily governed by a set of employers in the respective sectors. NOSs are developed by the respective sector SSCs with wide-ranging consultation with different stakeholders.

NSQF-based vocational qualification gives the learner a

proof that he or she is adequately trained for a particular job role once the programme is completed, evaluation cleared successfully and certificate from SSC obtained. This certificate guarantees that the held qualification complies with NOS for a particular job role in a specific sector. This, in fact, addresses the issue of common national standards and alignment of competency-based learning outcomes with the knowledge and skills required by employers for a specific job role. Qualification packs or NOSs for about 1,000 job roles across different job sectors have already been developed by different SSCs.

Similarly, various state governments and their skill development missions have started aligning their offerings with NSQF. Over 170 training partners of NSDC across the country have been mandated to align their programmes, evaluation and certification with NSQF. NSQF also provides for recognition of prior learning, whereby skills and knowledge gained by individuals outside formal learning processes are assessed and granted recognition.

NSQF would enable creating pathways for vertical and horizontal mobility of learners within the vocational domain and also across vocational and general education. The government and NSDC have been working towards establishing equivalences of NSQF-based qualifications with international qualifications, which

could lead to skilled Indians taking up employment in those countries without or minimal additional training or certification. NSQF mandates that, by December 2016, only NSQF-compliant courses would be eligible for government funding.

Aligning diverse skilling mechanisms with the unified NSQF has started creating a skilling ecosystem, which, if implemented meticulously, can be transformative for India. NSQF is turning into an anchoring point for the national priority of skill development for reaping the economic and social dividends of our youthful nation, by providing the skills which our youth, India and the world needs.

The author is vice-president, Wadhvani Foundation. He led the Foundation's implementation of vocational education in schools in partnership with state governments and the design of Community College Scheme with the HRD ministry.

Source | Financial Express | 1 June 2015

Google is not the answer: How the digital age imperils history from floppy disks to thumb drives, we get better at storing things -- while trapping history in obsolete formats

Our species created about 5 billion gigabytes of information from the dawn of time until 2003. Before long, we will create that

much information many times *per day*, according to IBM. The problem: No one is doing enough to select and preserve the bits that really matter.

One of the great paradoxes of the digital age is that we are producing vastly more information than ever before, but we are not very good at preserving knowledge in digital form for the long haul. There's a difference between creating big server farms to store the information somewhere for near-term retrieval (industry is very good at that) and in fact choosing and preserving the data that matters, and being able to render it useful, at some time in the future (something that, scarily, we are not nearly as good at). We are radically underinvesting in the processes and technologies that will allow us to preserve our cultural, literary and scientific records.

Obsolescence of this kind may, in fact, be a blessing. It's important that much of the information we create is ephemeral. Otherwise, the world will become far too cluttered. Our behaviors would shift, torqued by the constant surveillance to which we increasingly subject ourselves. We will have an even harder time finding the knowledge that's important in the vast ocean of the unimportant – much less making sense of it all.

It's fine when it's your old term papers that are locked away in an obsolete format. And many blogs, tweets, photos and status updates don't need to be kept for the long run. It's not so fine,

though, when the lost knowledge has historical significance.

The problem is not that it's impossible to transfer information from one format to another; with enough effort and cost, most data can be transferred to formats that can be read today. A cloud-based world, to which we are headed, is likely to be simpler to manage than a world of floppy disks and thumb drives.

Source

| <http://www.salon.com/>

E-Library, Swayam Portal to Help Achieve Zero Illiteracy: HRD Minister

Union HRD Minister Smriti Irani on Saturday said the setting up of a national electronic-library and project 'Swayam' were among the many steps being taken by the government to achieve the target of zero illiteracy in the country.

"India is making significant changes in the next six months. The first mega project is the national e-library wherein the IITs (Indian Institute of Technology), IIMs (Indian Institute of Management), NCERT (National Council for Educational Research and Training) and also the National Archives will be pooled in," the human resource development minister said in the 90-minute programme 'Talkathon', organised by the information & broadcasting ministry.

"On one platform, maximum education resources will be

provided. Even the Saarc (South Asian Association for Regional Cooperation) nations have asked us to extend these resources to them and we are doing it," she said.

Irani said that providing quality higher education was a challenge and therefore the government was on the verge of starting the "Study Webs of Active-Learning for Young Aspiring Minds" (Swayam) online portal that will bring together IIT, IIM, CBSE, NIOS, and other institutes to provide free, quality education to classes 9 to 12.

"Education will be provided free and exams can be given at any of the 500 earmarked centres that will come up all over the country. Degrees and diplomas will be given if you pass the exam," Irani said. Under its initiative to highlight the achievements of the government in the past one year, union ministers Irani, Piyush Goyal and Nirmala Sitharaman interacted with netizens through Twitter using "#AskYourGovt @MIB_India" and the answers were streamed live on the information and broadcasting ministry's YouTube channel.

Source | www.gadgets.ndtv.

Mobile learning: Smart education system for India

"The nearest college is 25 kilometres away. It is very difficult to travel such a long

distance every day especially in times of heavy rains and scorching heat. Hence, I decided to stop my daughter's education after she completed her 10th standard." Such statements are very common in many Indian villages and remote locations where accessibility to quality educational institutes is very limited. What is the solution to such problems that are so common in the Indian landscape?

The concept of m-learning (the use of mobile devices to deliver education anytime anywhere) could be a boon for India's education sector, especially in the field of adult learning.

According to a recent study, Indian users, on an average, spend 3 hours and 18 minutes every day with their smartphones. Can't we think of a new dimension of using the same mobile phones to revolutionise the Indian education sector, using a concept called m-learning or mobile learning? This blog talks about the different aspects of using mobile devices to devise a smarter education system for India.

The progress of any nation depends on the system of education adopted by it to groom the next generation. With the proliferation of mobile technologies in all walks of life, it is the need of the hour for India to remodel and upgrade the current education delivery system. Though there are many long-term plans that are in various stages of implementation,

the immediate goal should be to reach huge masses with limited investment. Nothing but mobile devices can help in the quick conceptualisation of smart education systems. This can be mainly attributed to the fact that India has the second largest mobile phone user subscription base in the world, with over 900 million mobile phone users. Mobile devices have good penetration even in rural areas where other infrastructure does not exist. This growing ubiquity of mobile phones, the widespread availability and adoption of mobile broadband technology and market penetration of low-cost smartphones also hold key promises for the use of mobile technologies for education delivery in India.

All of us are aware of the concept of e-learning which refers to the use of information technology to deliver learning. Several initiatives have been taken by the government of India to promote e-learning. One of the most prominent among them is the setting up of the "National Program on Technology Enhanced Learning (NPTEL)" by the ministry of human resources development. The aim of NPTEL was to develop curriculum-based video lectures and web courses to enhance the quality of engineering education in India. This programme became a great success that in turn triggered the setup of several such programmes across India by both public and private parties.

Both e-learning and m-learning are very closely related, the main difference being in the endpoint devices used for viewing the content. Another key aspect of m-learning is that for m-learning content to provide 100 percent end user experience, it is important to keep track of some parameters like layout and format of the content because of some inherent limitations that are present in mobile device design.

Following are some examples of m-learning in the Indian context: Flipped classrooms: This is a new education delivery mechanism that is revolutionising the education sector across the world. Flipped classroom uses a combination of face-to-face content delivery and offline learning approach to take the learning experience to the next level. It involves mastering initial concepts of a subject offline by viewing lecture videos and then interacting with experts/teachers later for clarification of doubts and for the practice of advanced concepts like projects and practical sessions where face-to-face guidance is inevitable. The offline videos can be downloaded and viewed using mobile devices and live interactions with the teachers can be done using smartphones.

Another variant of flipped classrooms that could be a boon for the education sector in India is the concept of Massive Open Online Course (MOOC). MOOC is an open source model for delivering high quality learning

content/courses online to anyone free of cost, with no specific restrictions on attendance, age, geographies and so on. Top global universities have already joined MOOC platforms or started their own MOOC initiatives. Together, they host thousands of courses. The response from Indian students and teachers for MOOC courses has been fantastic. Globally, Indians form the second-largest pool of students attending MOOC courses. Some of the leading MOOCs providers are Coursera, edX, and Khan Academy. Initiatives like MOOCs when coupled with their accessibility using mobile devices will definitely go a long way in providing high quality education anytime, anywhere to Indian masses who have been deprived of it for various reasons.

Game-based learning: Mobile games have always been a favourite pastime for people of all age groups. Game-based learning refers to the use of games as a mechanism for learning specific concepts. The advantage of game-based learning is its capability to grab and retain the interest and attention of the learner throughout the learning process. Several mobile applications for learning subjects like mathematics, English, and statistics already exist in the mobile application store. More such mobile games should be developed for subjects in all domains in order to make m-learning an interesting experience.

Personalised learning: When it comes to learning, people will have their own choice about the preferred mode of learning. For example, some learners would like to read and learn whereas others would prefer to watch a video and learn a concept. With the advancement in the field of learning analytics, it is possible to display content in a preferred mode of learning for each learner. Learning analytics refers to the application of analytics to the data created by each learner to track their personal likes and dislikes with regard to various aspects like type, format, and depth of content coverage in the courses. This would go a long way in enhancing their learning experience.

Social learning: The use of Web 2.0 technologies like blogs and communities to facilitate learning by collaboration and sharing of knowledge is called social learning. Nowadays, many social media networks like LinkedIn and Twitter have also contributed their share to learning by forming communities and conducting Q&A sessions with experts in various domains. The most prominent usage of smartphones is for accessing social media networks. Support for learning provided by the social media networks will go a long way in promoting social learning using mobile devices.

The government has already taken some initiatives to popularise m-learning in India like the distribution of Aakash tablets to college students. However,

these initiatives should be accelerated to ensure that the benefits of m-learning penetrate across the length and breadth of India and not only the student population. Some of the steps that could be taken by the government to promote widespread adoption of m-learning are:

- The government should offer subsidies to mobile service providers for providing special tariff plans for accessing education portals and specific education sites.
- Conduct m-learning promotion and awareness campaigns extensively in villages and other remote locations in India.

Now coming to the concluding notes, what could be the future of m-learning? Obviously, it will be something to do with the Internet of Things (IoT) ecosystem. IoT is a technology that is used to interconnect embedded objects/devices such as sensors, mobile devices and so on, and facilitate communication among them without the need for any human intervention. The proliferation of IoT technology could lead to the emergence of wearable learning that is, getting custom learning experiences with the help of smart sensory and visual devices that obviously could take us to the next era of learning.

Disclaimer: This document is intended to convey the views of the author and not the organisation.

- By Anupama Raman, Curriculum Architect, IBM Analytics Education Services, IBM India

Source:

<http://forbesindia.com>

ADINET Librarians' Day

Seminar on 22nd August, 2015 ADINET in collaboration with INFLIBNET & Nirma University will be celebrating the birth anniversary of Dr. S. R. Ranganathan as Librarians' Day by holding a Seminar on 22nd August 2015 at the Nirma University

With the recent developments in Information Technology that is now known as disruptive technology in Higher Education, Libraries and Librarians have to redefine their role and relevance in future with respect to learning spaces. Looking to the future, there is a concern about the existence of Libraries. But the future of libraries can be really bright with innovative Library practices in terms of resources, services, skills, users and usage of Libraries. Hence, this year's Seminar topic has been decided as:

Library as a Learning Space - Role and Relevance of Libraries in the Future

The Sub Themes are as follows:

Library Resources

Library Services & Facilities

Skills of Library Professionals

**Please note the last date for
Registration: 13th August 2015**

Forthcoming Events

Vikram Sarabhai Library, Indian Institute of Management, Ahmedabad in collaboration with Learning Resource Center, Bajaj Auto Library, Indian School of Business is organizing a three day **Global Conference on Emerging Trends in Business Librarianship - ETBL, 2015**, during December 2-4, 2015 at IIM Ahmedabad, India.

National Seminar on User Studies in Academic Libraries in the ICT Era

“National Seminar on User Studies in Academic Libraries in the ICT Era”, on 26 & 27 August, 2015 at Sri Venkateswara University, Tirupati.

Original research papers are invited on different areas of User Studies. Accepted papers will be published in the Seminar Volume with ISBN.
