

## Applied Technology: Innovation in University Library Services

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### University Library

University perform an important role in the educational process, university education provides a totally different Environment for higher studies. Usually the classes comprise a large number and unlike school education the student of university get much less individual attention from the teachers and the students. Therefore have to depend much more on self learning due to less time for interaction amongst teachers and students. there for the university library is the automatic choice for student in these sections we shell discuss the objects Functions of the university library.

### Role of university library

University has certain objectives and the vole of its libraries in attaining the set objective is undisputable. The important role that the university library. Could play in a university setup began to be duly recognized in India during the second quarter of the 20<sup>th</sup> century only university library is the hub of all university activities in university and is supposed to meet its university community by providing every possible information soured to the cliental.

### Impact of information technology

Information technology is an amalgam of wonderful in venations of the 20<sup>th</sup> century electronics and communication. During a very short span of time it has acquired an important place in almost all walks of human life and particularly in the field of education birth a greater import on the university and its libraries, over the last couple of decades, there has been a Information Technology.

### Methodology

In the university innovation observation depend on fallowing equations. Are we providing new or remodeled. Buildings, virtual, digital, mobile, real-time, archives, Kindle, preservation, conservation for our materials? For our constituents room?.Should we have small group meeting rooms or study rooms in libraries? More meeting rooms or larger meetingrooms?

Should we know the value of what we do and who we are or wade even further into assessment and measurement and try to determine our value? Or are we for research or information, all of the above?

Do we support or enable literacy, development, basic computer skills for diverse students and

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staff? Do we authenticate? Have single-sing on; allow downloading/use personal information appliances like IPOD's, MP3 players? Do our constituents sync their Blackberries at the library?

Do we provide customized constituent services? Customized interface by students group? By individual students, faculty or staff?

Are we providing the higher education portal? a community portal, a gateway... with outsourced services, open access, downloading, up-loading, RSS,RFID, hardwired, on wires?

What are our constituent profiles for identification of competencies, self-half, research and information. Life-long learning?

When	After Innovation
In the university library services available only library was "open"	Many services available twenty four hours for all days
Limited technology for individual use by student/staff	Greatly expanded technology for individual patrons
Single or individual product workstations	One workstation or network now multi-tasks
Change in library services hardware, software and patron need occurs once a year or 18 months	Change occurs anywhere from every month to every two to three months- constant reassessment is needed
Strong reliance on print resources	Strong reliance on electronic and print
Most things available in print, only indexes available electronically	Full text available electronically and some things now available only electronically
Patrons have easily identified needs and levels of learning and knowledge	Patrons have dramatically different needs and area on dramatically diverse levels of learning and knowledge, often hard to identify change rapidly
Patrons spend moderate time with print materials and indexes	Patrons spend expanded time on library hardware
Traditional services available such as copy/typing	New services added on top of old services such as printing, downloading, basic computer skills such as keyboarding

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Standard budget categories for record keeping	Additional/expanded categories relating primarily to hardware and software resources
Offer library instruction in traditional ways . such as tours, one on- one, handouts	Expanded offerings on top of traditional such as signage, small group instruction, virtual
Planning qualitative and quantitative	Planning very data driven, emphasis on strategic
Planning for resources annual or biannual updates.	Rapid change in products drives more frequent updating/greater expenditures.
Limited hardware and software technology for staff	Greatly expanded hardware and software technology for everyone
Library a quiet place with individual seating for study	Noise! Equipment! One-on-one teaching of hardware/software, vying for seating and finding seats without computers at them!

Can we serve students seamlessly who lack university settings for research and information or from distance or distributed learning environments?

Can we better serve or save money through partnerships collaborations services or facilities, contiguous services?

### Need of Innovation in university Library

Library is essentially a service institute and all the collection developed, infrastructure built up and personal appointed to serve as a base for providing effective services to its clientele.

The 21<sup>st</sup> century is a time of past ten year innovation and transformation, and although technology and technological innovation is not the only cause or catalyst for transformation it is not the most pervasive forces for change in all type of work environments-and especially in the university library today.

In fact, all aspects of university libraries affected by the modern technology of today and tomorrow including all library programs and services; service delivery; constituent/patron interactions and use; policy design and implementation; facility design; librarians and library staff; available print, media, virtual and digital information and research content as well as constituent-designed 2.0 information and research content; teaching, learning and pedagogy and pedagogy; consortia and partnership relationships, technology in the higher education environment and the bigger- then local, regional, state, federal and global trends and issues affecting the student,

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faculty, staff and general community constituent.

### Observation

By the examination of end-users in academia Herman(2001) argues that it only by understands the motivation forces behind researchers and teachers adoption of information technologies that academic libraries can attain the goal of information infrastructures.

The solution is close co-operation with these groups. This is also a major motive for those who argue that whether academic libraries will succeed as an institution in the future is related to the way they succeed in establishing alliances with faculty based on shared credentials and interests. Crowley (2001) puts it: libraries without faculty allies are simply a university campus without placers.

Ross Todd (2002), among others, has pointed out that this new electronic information environment has major implications for information literacy initiatives. He suggests tailor information to individuals rather than mass-produced delivery. "At the core of this is critically evaluating the educative role of the librarian somewhat beyond the mastery of databases, sources and collections, and, through a shared learning framework, examining how real value can be added to the real needs of information seekers".

### Discussion and result

College libraries and library environments have changed over the years but have changed rapidly and dramatically in the last decade. To better explain how we meet student needs, what we did and what are we doing now, it is best to view the changes in an paradigm shift. During innovation required technology for searching, universities sites, higher education sites, human resources sites, inter-university connectivity etc.

Evaluation is critical to the success of today and tomorrow's university library. There are many steps to evaluation higher education environments, the role of the academic library and most importantly, the role of the university library within the higher education environment in general and specifically within each individual higher education setting. The first element of evaluation is to computer environments to establish where your higher educational environment and the elements of your environment "compare" to existing or "known" elements or in effect, to conduct an environmental scan.

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